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A teachers' guide for social studies, this manual stresses geography curriculum and activities for the primary grades. It is suggested that a teacher work with one group while the other children work individually. Children first work independently for a team, and then progress to less structured small group activities. Positive reinforcement by the teacher is encouraged. The regions of Santa Monica, California, including residential and commercial areas, industrial areas, harbors, and historical sites are the objects of study. This manual, however, is not limited to any region; its units are applicable universally. Specific teaching instructions for each unit on a specific geographic area are given. Pupils, after observing pictures and aerial photographs, construct maps which they may later re-design. Maps are labeled using symbols to indicate districts, occupations, landforms, streets, and signs. Multi-text readings, stories, tapes, field trips, games, written and oral reports, and guest speakers are frequently utilized. Art, science, language arts, and geology activities, if they relate to the geography studied, are suggested in each unit. (DR)

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OE-BESE
TITLE III

INDEPENDENT AND SMALL GROUP ACTIVITIES
for
SOCIAL STUDIES
in the
PRIMARY GRADES

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Santa Monica, California
1968

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Foreword

There are many requests for social studies material for individual and group work. The best source is the teacher, and the suggestions included in this book have been used in the classroom. As new ideas are tried, they will be included in future guides. Revisions of this book will be dependent upon the contributions of each classroom teacher.

The individual and small group activities are listed under the broad regional categories of the social studies program. However, the suggestions noted in one area may be applicable to several other fields under study. The variations of any or all of the activities are endless.

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PURPOSE OF GROUPING

There isn't a primary teacher alive who doesn't group. You group in reading, in math, and in language arts. So what's new about grouping in geography?

Let's examine for a moment the way you group in these areas. Generally the teacher works with one group while the other children are busily engaged in individual work: work sheets, painting, working on a reading game, etc. The kind of grouping to which we refer is slightly different. The teacher still may work with one group of children, but other groups of children are engaged in activities in which each contributes to the knowledge of the group and each learns from the others--activities which necessitate cooperation, self-direction, and consensus.

Why group in this way? The most obvious answer to this question is that the geography materials which you have and will receive are designed for small group activities. Another reason is based on the fact that child interest is neither reliable nor constant. It is rare that an entire class can be motivated by the same content or activity at the same time in any subject. Rather than destroy class discipline, carefully planned small group activity can assure control.

For the third answer, let us examine a rather different philosophy of education. One of the oft-stated goals of our educational system is the graduation of adults who lead productive and constructive lives; who are able to make judgements on controversial issues through unemotional examination of both sides of an issue; who assume responsibility for their own actions; and who participate in the workings of a democracy. Too often this type of goal is shrugged off by elementary school educators as being too broad and too nebulous for implementation into primary grades. However, if we examine one or two of the components of this broad goal, we may be able to ascertain their application to the learning of primary children.

First, let us assume that the kind of adult we are seeking is capable of self-direction. Often, the conditioning of our primary-grade children (especially first-graders) is the antithesis of this. Many first-grade teachers assume that their children cannot choose or direct their own activities because they need help and guidance from their elders. Those children are "too young" to fend for themselves. Adults have forgotten that behavior patterns are being established in these young minds; behavior patterns that are extremely difficult to erase in later years because they are so deeply engraved on very impressionable mental tablets; behavior patterns that stifle creativity, negate motivation and may create automatons who are eventually capable of reacting only to specified command. We are doing a terrible injustice to our young children. How do we change?

Teachers must become consultants, advisors, leaders, helpers, not substitute mothers. They must be willing to stand by and watch a very small child struggle with a problem until he himself has solved it. Teachers must be willing to subjugate their own need for love from their children in order that the greater need of the child for self-identification can become supreme.

The majority of first-grade pupils can be conditioned to operate without adult supervision. It's not easy, but it is vital. If the first-grade teachers manage to "graduate" a majority of pupils who can direct their own activities in pursuing meaningful and constructive activities; if the second-grade teachers carry out this learning activity; if the third-grade teachers continue the process; then very few fourth-grade teachers will be faced with one hundred "I don't know what to do" statements a day. We believe that we must teach children to operate on their own initiative--and that we must start today.

HOW TO BEGIN

In the classroom the teacher is not a font of knowledge. Many six-year olds speak with more authority about the propelling of rockets, the composition of the soil of the moon, the trade names of specific toys, and the uses of commercial vehicles than the teacher shall ever know. Her knowledge lies mainly in the areas of references and resource and where there are books to answer their questions, how to find the materials that can help them learn the basic skills of communication, and how to give them the chance to find the things they need or those which might be of interest to them.

We have lived in classrooms too long to expect every one of thirty-two children to be fascinated by any one thing at any one time. Even the best written child's story read by the most accomplished teacher loses at least a couple of children as one notices the fly on the ceiling or another starts remembering the family argument that took place last evening. It's fighting a completely losing battle to expect us to teach a whole group anything. How then do we organize for learning? Let's forget teaching and consider only learning. If we each evaluate everything we do in a classroom in terms of learning, we might all look for another job; but within the abilities of each of us, how can we organize for learning?

First: We do not believe that learning occurs only in absolute silence. Too many "A" term papers were written in colleges with radios and bedlam to let us believe this, but there must be order and respect for the right of all individuals.

Second: Let's assume that you always teach the whole group or that you work with one small group with all those not involved assigned to their seats with specific pencil and paper tasks. How are you going to change this and still keep the control?

On the first day leave in a far corner of the room a specific piece of information that the group needs for the particular lesson. This might be the floor map of the local residential-commercial region. You are reviewing this area with your entire class. Ask the group to tell you the total number of gas stations on the map. You should get several answers to this question. How do you then verify this information? Select two reliable children to go to the floor map and count the gas stations while you continue with the group. Make it two people so that they may discuss between them the information requested, and there is security if the child is not sure of a particular word you used or is not as familiar with the reference material as you had thought. When they return to the group with this information, praise, praise, praise, for any of the ways that they worked that did not disturb the work of the rest of the group (because your total group has been going on with the materials during their absence). **Avoid all criticism on the first day of a new program.**

Tomorrow do the same thing with two other children--a new reference--but the same praise, praise, praise. And the third day again with verification through other media such as the aerial photographs. Another day select two children to reconstruct one city block and two to check. We have not yet progressed to small group activities, rather we are training children to work independently in teams. How then do we proceed to less structured activities, covering longer amounts of time? Let's try selecting two children (one as illustrator, the other as author, perhaps) to spend the whole period working on a story illustrating a lesson of the previous day. Did you see a filmstrip yesterday? Can they write and illustrate one of the new ideas learned from that filmstrip? Can they use one of the maps to show the correct path from their own home to another's home and write a sentence to tell about one thing that they would see along this route during the walk? When the period is about over, they can report to the whole group.

Try this for a few days with only two children, then have several groups of two trying this. Try your two in a small group reading some of the simple harbor books on the geography topics. How about a good reader with a middle group? Can you, in a couple of days of this, discover children who readily work easily without your direct supervision, and can five of them read a booklet and review the content you worked out during the last few days with the models?

And through all this, praise, praise, praise. If one of these steps takes longer to develop, then take longer as you know your own group. You do know it can be done eventually; and if you always point out the nice behavior, the good group action, the final reports, and do not expect total silence, then you will succeed. Some children never work well in groups, and we each have a few of these. But this does not need to limit the rest from trying on their own. Some day one child will come to you and say, "Can me and Mary Lou write a report about what we saw when we went to the harbor?" Or three boys will tell you they want to use the maps together during social studies. And, teacher, you have arrived! Take the opportunity and let them do it. Catch them when motivated! Do it today no matter what else you had planned. Your chance may never come again. And when they start suggesting projects, you will never have to spend the time driving to school or as you're trying to go to sleep thinking up the specific tasks for the development, the review, and the reinforcement of social studies learning.

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REGION - LOCAL RESIDENTIAL AND COMMERCIAL AREAS

I. GENERAL SUGGESTIONS

A. Bring pictures from magazines showing:

single family residences and people

multiple family residences and people

recreation - Pacific Ocean Park, beach, parks, etc.

religious - churches

B. Compare air photos of different parts of city - look for residential areas.

C. Field trips

1. Have map of area - follow with pencil where you go
2. Have questions dittoed to be used on trip

D. Practice maps (see specifics)

E. Make notebook of houses including:

1. Single-family dwelling
    a. Frame
    b. California bungalow - Spanish bungalow
    c. California cottage
    d. Spanish-style house
    e. Monterey-style house
2. Many-family dwellings - courts, apartments, etc.
3. Trailer houses

II. USES OF MAPS

A. School Floor Map and Models

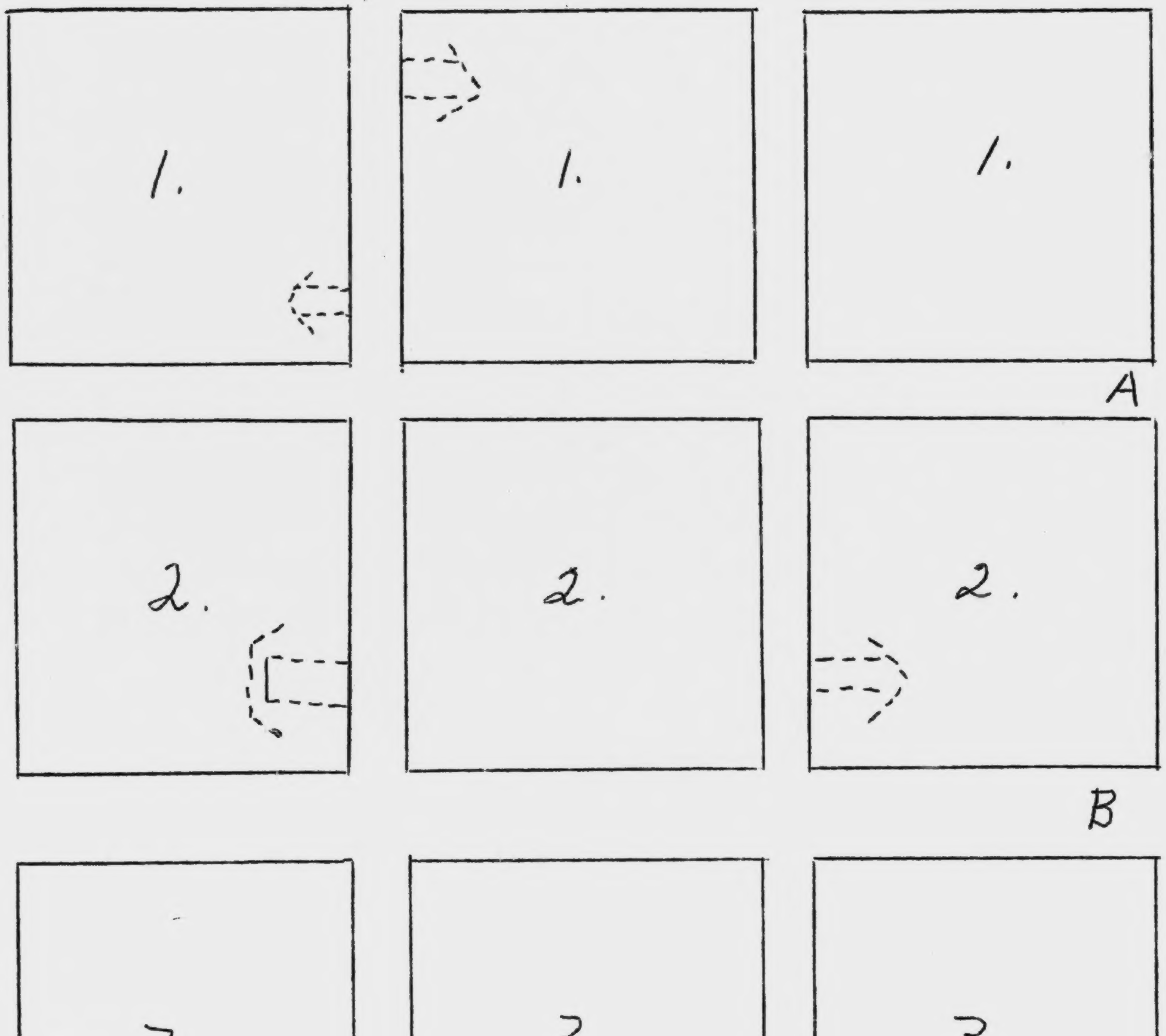
1. Add to the map and models
    a. playground
    b. parking area
    c. new construction - all changes will have to be made by teacher and class
    d. plain unpainted houses and apartments to add where needed.
    e. paint white street lines
    f. add signals and boulevard stops
    g. trees, bushes, etc.

B. Pupil Practice Map - School

1. Make map of imaginary school.
2. Have children decide where the following should be:
    - a. office
    - b. nurse's office
    - c. auditorium
    - d. cafeteria
    - e. library
    - f. playground
    - g. etc.
3. Use same key as the school practice map.
4. Use same questions as did for the school practice map.
5. May wish to discuss equipment needed.

C. COORDINATE PRACTICE

1. Ditto the map on the following pages without the houses in dotted lines (they are only an example) - Each student may use several maps for the following ideas.
2. Complete Map A showing residential area.
    - a. blocks 1 - only single family residences
    - b. blocks 2 - mixed residential neighborhood
        - - single family residences
        - - multiple family residences
    - c. blocks 3 - only multiple family residences
    - d. Be sure to add stop signs or signals if needed.
3. Complete Map A showing commercial area.
    - a. What would you do with the streets?
    - b. If Street A is the mall, what type stores would be there?
    - c. What type stores on Street B?
    - d. What type stores on Street C ?
    - e. Where would the parking lots be?
4. Street B is a string commercial zone, complete Map A and construct the rest of the neighborhood.
5. One of each blocks 1, 2 and 3 is a mixed residential neighborhood, complete Map A and construct the following:
    - a. string commercial area
    - b. pure single family dwelling
    - c. pure multiple family residences


1.
1.
1.
A
2.
2.
2.
B
3.
3.
3.
C

D. SCHOOL PRACTICE MAP

1. Materials
    - a. Crayons
    - b. Rulers
2. Tape the following questions and/or statements. Allow time for children to answer before stating next question.
    - a. Put in room numbers of:
        - (1) first grade rooms)
        - (2) Kgn. rooms) vary according to ability and time
        - (3) all rooms)
    - b. Put green X on library
    - c. Put red X on our room
    - d. Put blue X on school office
    - e. Put yellow X on cafeteria - auditorium
    - f. With black crayon show how you would walk and take a message to the office
    - g. With brown crayon show how you would walk from:
        - (1) our room to cafeteria
        - (2) cafeteria to playground
        - (3) our room to library
    - h. With a purple crayon show where you would go for a fire drill from:
        - (1) our room
        - (2) cafeteria
        - (3) library
3. Add questions as needed for your own class.

III. SMALL GROUP AND/OR INDEPENDENT ACTIVITIES

A. Home Designing

1. Materials
    - a. Shoe box or larger cardboard box
    - b. Magazines
    - c. Construction paper
2. Procedure:
    - a. Children design home using box as frame. They can duplicate their own home or make an imaginary one.
    - b. They may construct their own furnishings with construction paper or cutout colored pictures from magazines or egg cartons

- c. The box may be sectioned off by cutting and folding cardboard or heavy paper strips.
- d. If a child wishes to make a larger house, he may use a shoe box for each room.

3. This activity can be adjusted for use in commercial area by having children construct stores.
   - a. Each box could be a store. Size of boxes vary according to type of store.
   - b. Children could reconstruct:
     - (1) string commercial area
     - (2) mall
     - (3) local commercial area
   - c. To avoid bulk, children may select only one portion of CBD to reconstruct.

B. Practice Sheet

1. Skill Developed: Classification-residential and commercial
2. Present series of pictures - "Mark the one that is different."

Example

House	Apartment	Duplex	Store
Grocery	House	Drug Store	Filling Station

3. These practice sheets could be covered with acetate. Children could mark on acetate. An additional piece of acetate could be folded back and used for self checking.

C. Sort and Place

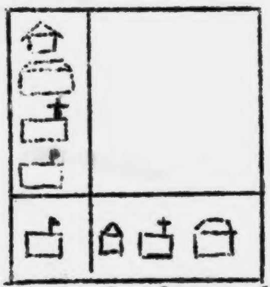
1. Purpose - to classify skills
2. Materials:
   - a. hosiery boxes - 2 maps pasted on tag
   - b. pictures of houses or stores
3. Steps:
   - a. Divide inside hosiery box into 2 sections
   - b. Paste map of residential area - one side
Paste map of commercial area - one side
   - c. On small cards of tag, paste items found in each area
   - d. One or two children may work at this game. They must sort and arrange pictures under proper classification.

4. For orientation purposes, teacher may first do similar classifying on flannel board for entire group.

D. Symbol Practice

1. Material: Ditto Paper

   a. Match symbols with symbols



   b. Cut out symbols from bottom and paste on next to matching symbol.

   c. Adjust symbols to:

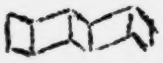
      (1) residential (3) Central Business District

      (2) commercial (4) Industrial

2. Symbols used are found on the next two pages.

IV. GAMES

A. Folded Book



1. As children illustrate a story, they gain skill in organizing ideas.

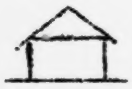
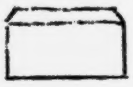
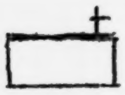
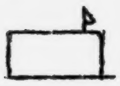
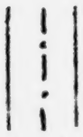
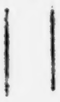
2. Folded book gives youngsters excellent practice in noting the sequence of events.

Samples

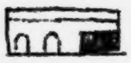
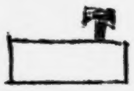
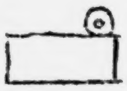
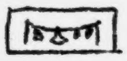
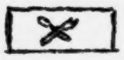
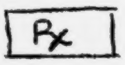
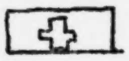
building a house)
building an apartment) adjust to area
building a school)
building a gas station)
building a store)

PRIMARY GEOGRAPHY PROGRAM

Residential Zone Symbols

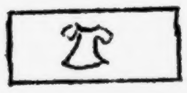
HOUSE	
APARTMENT	
CHURCH	
SCHOOL	
MAIN ROAD	
SECONDARY ROAD	

String Commercial Zone Symbols

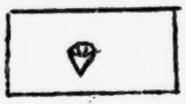
GAS STATION	
GROCERY STORE	
AUTOMOTIVE	
LAUNDRY	
RESTAURANT	
DRUG STORE	
MEDICAL	

Central Business District Symbols

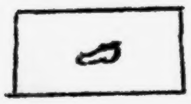
CLOTHING



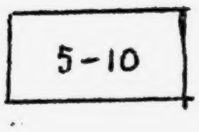
JEWELRY



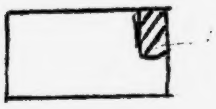
SHOES



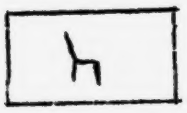
VARIETY



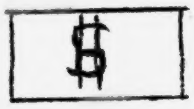
BARBER



FURNITURE

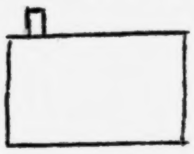


BANK

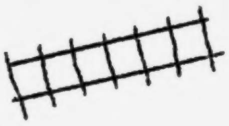


Industrial Zone Symbols

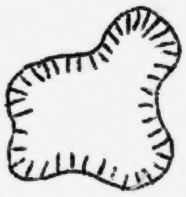
FACTORY



RAILROAD

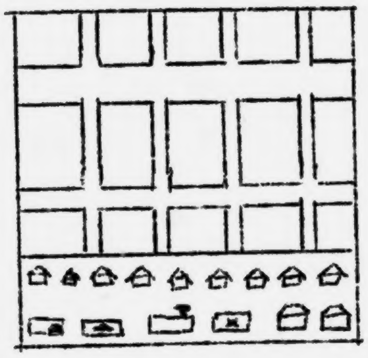


QUARRY



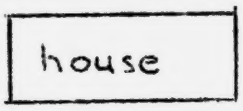
B. The Map I Made

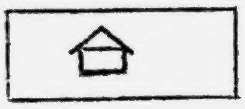
1. Have ditto of map at top
2. Have frames of houses, stores, etc., at bottom
3. Children cut out buildings and paste on construction paper
4. Map can be of:
    - school
    - residential area
    - commercial area
5. Can change by having streets on paper and children put on building or: have them put in streets or: both



C. Vocabulary

1. Have map symbols on one card and name on another card.





2. The child matches symbol card with word card.
3. Answers may be placed on back of cards so game is self-correcting.

V. AERIAL PHOTOGRAPHS - Residential and Commercial

1. Compare photos to find different areas
2. Find:
    - a. residential area
    - b. parking lots
    - c. commercial area
    - d. industrial area
    - e. recreation area
    - f. parks

- g. intersections
- h. commercial area
- i. highway - freeway and on-and off-ramps
- j. roads - street - dead-end street
- k. single-family dwellings
- l. multiple-family dwellings
- m. streets that go in straight lines
- n. streets that curve
- o. airport - runways
- p. water - lake
  - ocean
  - stream

VI. LANDFORMS

1. Materials:
   - a. Powdered asbestos
   - b. Chip board
   - c. Dittoed list of terms
2. Have each child make samples of the various landforms using powdered asbestos.
3. Paint landforms.
4. Cut out names and label landforms - see list below.
5. Straight pens may be used to attach label.

mountain
ridge
mesa
peak
canyon
valley
river
delta
ocean
coastal strand
highway
creek
road

VII ART: SUGGESTIONS

A. Show residential area with single-family dwellings

B. Make picture (paper sculpture) with single-family and many-family dwellings.

C. Make map of School

D. Make map of how you would walk from home to school, home to market, etc.

E. Diorama

  1. houses with furniture
  2. residential area
  3. commercial area

F. Paper folding

  1. houses
  2. apartments

G. Make mural of residential area. Each child make house or apartment. Then, in small group, place cutout pictures on black or white butcher paper. Fill in other needed items.

VIII. SAMPLE QUESTIONS FOR NEIGHBORHOOD TRIP

A. Business

  1. What kind of businesses do you find?
  2. What banks are in the business area?
  3. Why is the bank there?
  4. What kinds of stores are there?
  5. How many doors are in the Mayfair market?
  6. How far apart are the businesses?
  7. What is happening?

B. Transportation

  1. What kind of transportation is used in the area?
  2. Where do cars park?
  3. Where do the trucks park that deliver materials?

C. Homes

1. What kinds of homes do you find?
2. Where are the homes located?
3. Do you see more single family residences or multiple family residences?

D. What kinds of services are available to the people in the neighborhood?

REGION - CENTRAL BUSINESS DISTRICT (COMMERCIAL AREAS)

I. GENERAL SUGGESTIONS

A. Community Newsreel

1. Children collect or create pictures showing various areas of commercial area.

   Example:
   - a. 3rd Street - small stores
   - b. 4th and 5th Streets - banks, larger stores
   - c. used car lot
2. Place pictures on roller movie made of wrapping paper and dowels fitted for rolling in a box.
3. Children may write a commentary and present the newsreel to the class or to visitors.
4. This may be adjusted to residential area - showing
   - a. single-family dwellings
   - b. multiple-family dwellings
   - c. mixed residential area

B. Dictionary Makers

1. Each child make his own dictionary of terms for each area: residential, commercial and industrial.
2. They can illustrate definitions or cut out pictures in magazines.

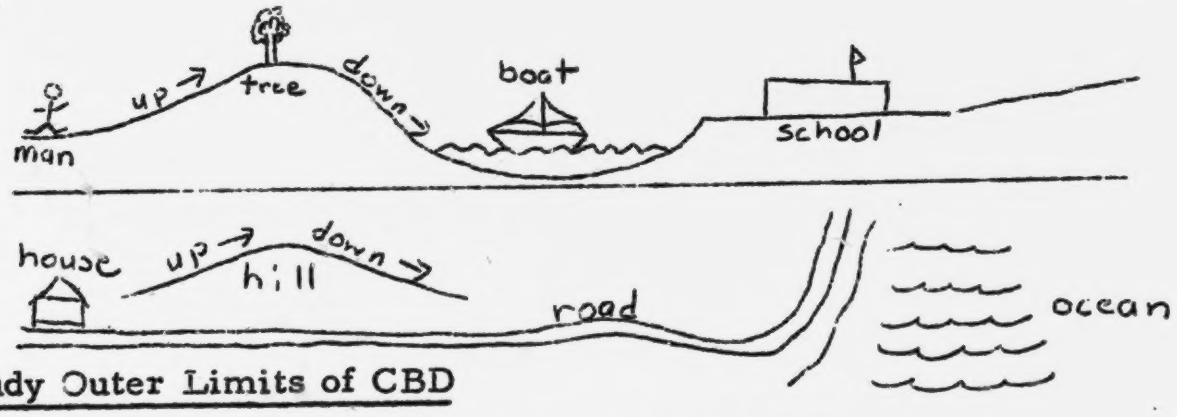
C. Occupational Acting

1. Prepare a series of cards showing names of different occupations relating to commercial area.
2. Place cards in a box and have each of the pupils draw a card.
3. As each acts out the occupation written on his card, the other class members try to identify the occupation.
4. Can adjust card to have word on one side and picture of store on reverse side. What would you be selling in this store?

D. Traveling

1. Develop traveling word games using geographical terms. The child travels as far as the words he can read or the pictures he can identify.

2.


man
up →
tree
down →
boat
school
house
up →
down →
hill
road
ocean

E. Study Outer Limits of CBD

1. Hotel and large apartments on Ocean Avenue.
    - a. Find out about hotels
    - b. Learn about special accommodations provided:-
        - rooms for guest
        - dining area
        - lounges
        - shopping centers
        - airline offices
    - c. Learn about services provided: -
        - maid and valet service
        - room service
        - elevator service
        - etc.
2. Compare hotel and apartment accommodations

II. USES OF MAPS

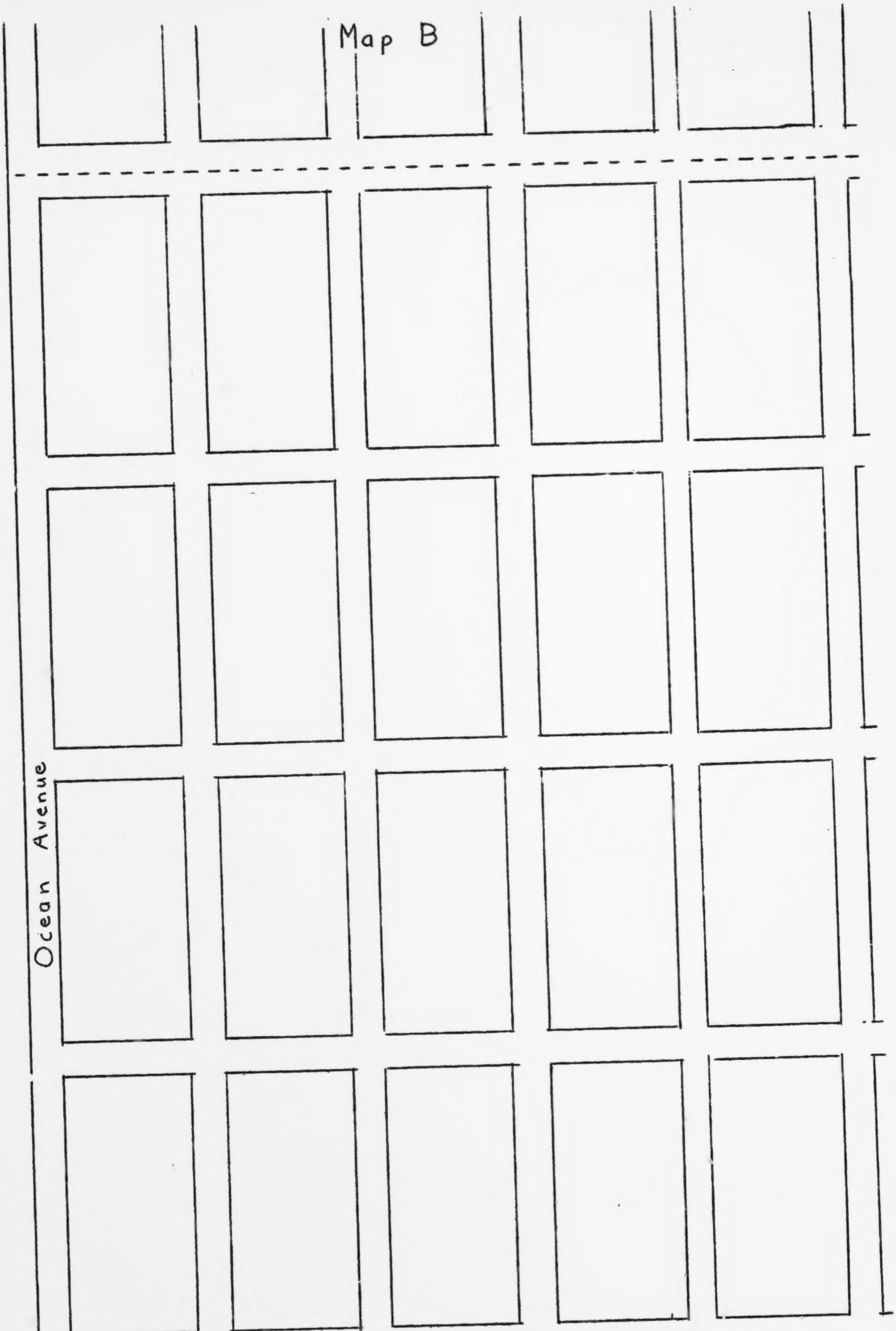
A. Ditto Commercial Map on the Following Page

1. Complete Map B by answering the following questions:
   a. Is there an artery shown? Name it.
   b. Can you find the mall? Do cars drive on the mall? How can you show the answer to this question? (3rd Street can be colored in)
   c. By looking at Ocean Avenue, shown on map, can you find the following:

      Second street - label it
      Third street - label it
      Fourth street - label it
      Fifth street - label it

   d. What size shops are located on the Third street mall?
      Add them.
      Why are they small?
      What items would be sold in 3rd Street stores?
   e. Where are parking lots located?
   f. Where are banks located? Why?
2. Teacher can use this basic map several times, each time asking class to fill in items. Adjust questions to class.
   - Maybe you can put in streets only the first time.
   - Add 3rd Street mall another time.
   - Add and discuss secondary areas another time.
3. These questions can be on tape for small group activities. A small acetate overlay can be made to make the activity self checking.

Map B


Ocean Avenue

B. Ditto Map C on the Following Pages Then Complete Worksheets

1. Work Sheet No. 1 for Map C

   Mark the place with the listed numerals.

   a. Mother buying a dress.
   b. Father buying gasoline
   c. Boy at school
   d. Girl buying groceries
   e. Family in church
   f. Mom and Dad looking at a new dining set
   g. Two girls buying shoes
   h. Family having dinner in a restaurant
   i. Baby sister playing in her bedroom

2. Work Sheet No. 2 for Map C

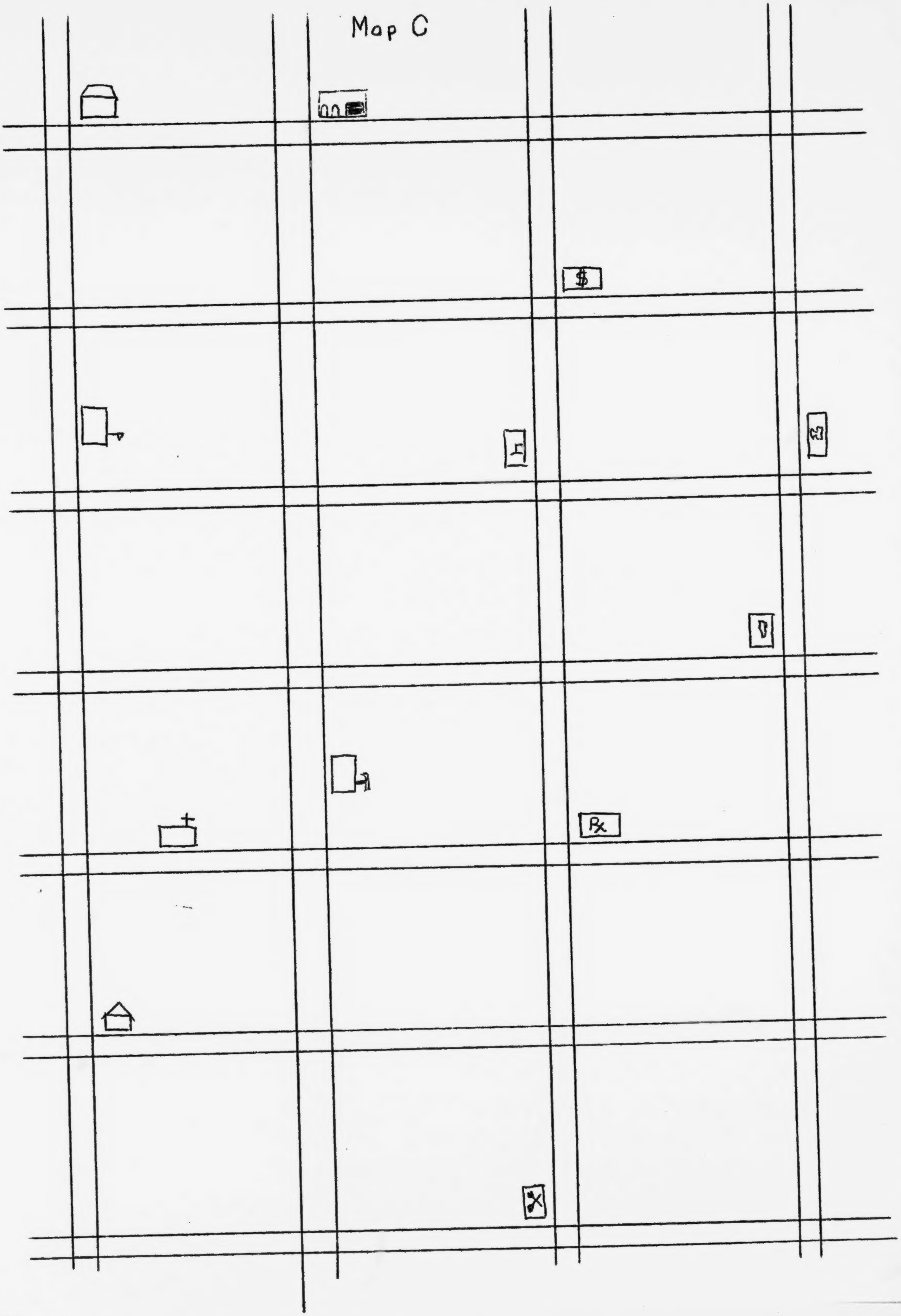
   Mark the route taken.

   a. Mother buying dress (red crayon)
   b. Father buying gasoline (blue crayon)
   c. Boy going to school (brown crayon)
   d. Girl buying groceries (orange crayon)
   e. Family going to church (black crayon)
   f. Mom and Dad going to look at a new dining set (green crayon)
   g. Two girls buying shoes (yellow crayon)
   h. Family having dinner in restaurant (purple crayon)

C. Materials for Map Making

1. Cereal Maps or macaroni maps.
   a. Using the various shapes children can make their own map showing different areas of -
      1) residential
      2) commercial
      3) industrial
   b. The cereal or macaroni can be dipped into paint for coloring.
   c. Children can make a key for the map to explain the meanings of the shapes and colors.

Map C



III. SMALL GROUP AND/OR INDEPENDENT ACTIVITIES

A. Commercial Neighborhood

1. After visit to neighborhood-commercial area divide into groups.

   Group A - Assemble one side of street with teacher help.

   Group B - Illustrate at seat.

2. When completed switch groups and have Group A illustrate at seat.

   Group B assemble other side of street.

3. Examples

---

a. Introduce relational mapping

Move vehicles to demonstrate residential-commercial activities	Independent activities Taped story of gas station, e.g. Illustrate
Follow up with flannel board or practice sheets	Discuss information from story. Relate to economic activities in neighborhood

---

b. Commercial Area - Neighborhood

Small groups

Group A	Group B
Independent activity Taped story or pictures of book - e.g. Illustrate or extend mapping practice	Move vehicles to demonstrate residential commercial activities Introduce follow-up mapping practices
Discuss information. Relate to economic activities in a neighborhood	Follow-up Mapping

B. Stores -

1. These can be one sentence stories that answer a question.
2. Children can copy the sentence from the board and illustrate the story.

Examples:

a. Residential Area

(1) Homes need many services - water, electricity, gas.

Gas is used for _____

Electricity is used for _____

Water is used for _____

(2) We need roads to _____

(3) A residential area is _____

(4) The parts of a home are _____

(5) Different kinds of homes _____

(6) For what services do we go outside the home?

b. Commercial Area

(1) Why is (are) a ________________located where it is?

empty lot

telephone poles

emergency call boxes

new building

mail boxes

house numbers

parking lot - next store

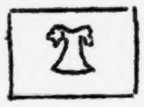
(2) What is a commercial area?

(3) Why do we have a commercial area?

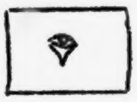
(4) How do stores get the goods to sell?

Central Business District Symbols

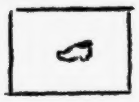
CLOTHING



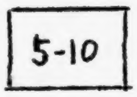
JEWELRY



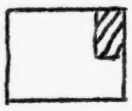
SHOES



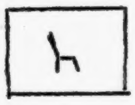
VARIETY



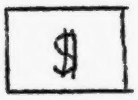
BARBER



FURNITURE

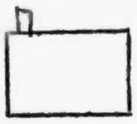


BANK

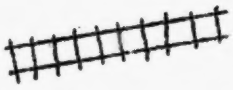


Industrial Zone Symbols

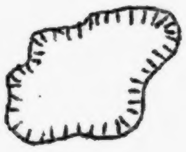
FACTORY



RAILROAD



QUARRY



IV. LISTENING CENTER

A. Tapes

1. Stories from books using tone bell to turn pages.
2. Give directions for practice maps and adjust according to class needs needs - involving:
    a. school
    b. local neighborhood
    c. CBD
    d. industrial
3. Cut acetate to cover pages of a book and students may write on book.
4. Example - Using book titled - How To Read A City Map (pg. 7)
    a. Put a red X on an intersection
    b. Put a blue line on a dead end street
    c. Draw a green square around a residential area
    d. Draw a purple square around a school
    e. Draw a brown line on a freeway

B. Play records of city sounds

V. FIELD TRIPS - IDEAS

A. Have a check list of things to look for
    - words or pictures

B. Map of area and follow with pencil or teacher and several leaders could have larger map.

C. Sample questions for Central Business District Trip
  1. Ocean Avenue
      (a) What buildings are located on Ocean Avenue? Why are they located there? (view)
      (b) Are all buildings old? new? How can you tell?

2. Second Street
   - (a) What items on Second street? Why?
   - (b) What kind of street is Second street?
3. Third Street - Mall
   - (a) What would you call this area - CBD? (core) Why?
   - (b) What size stores are located on mall? Why?
   - (c) What items would these stores sell? Why?
   - (d) How has it changed?
   - (e) Is it still changing? How?
   - (f) How are goods delivered to CBD area?
4. Fourth Street and Fifth Street
   - (a) What size buildings located on 4th and 5th streets? Why?
   - (b) Would you call this the core? Why not?
   - (c) What would you call this area?

REGION- INDUSTRIAL AREA

I. GENERAL SUGGESTIONS

A. Make file box of pictures including

homes - services homes need

stores

industrial area - factories

B. Use dramatic representation to show

shopping

working in stores

being cashiers

planning what stores to visit

cleaning streets

repairing streets

installing telephones

C. Make flashcards with geography terms -

Pictures can be cut out and glued on opposite side to be self checking

II. USES OF MAPS

A. Complete map D (on following page) and include the following:

1. Streets, stop signs and signals if needed
2. Industrial area - factories, lumber yard

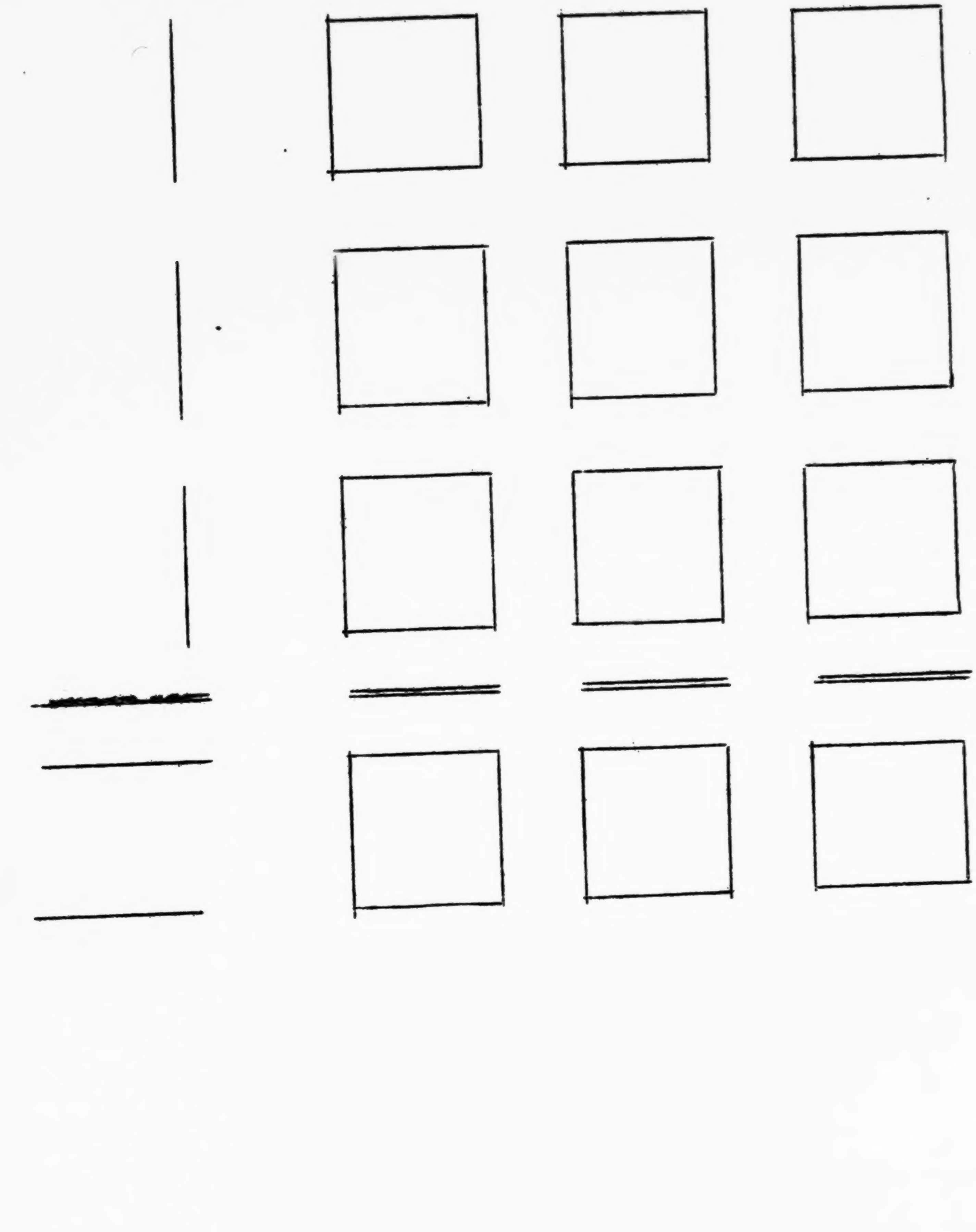
B. Complete map D including the following:

1. Streets - stop signs and signals if needed
2. Industrial area
3. Commercial area

C. Complete map D including the following:

1. Streets, stop signs and signals if needed
2. Industrial area
3. Commercial area
4. Residential area

Map D



III. GENERAL ACTIVITIES LIST

A. Trucking

1. Find out about truckers who bring merchandise into Santa Monica.
2. Identify major truck types - differentiating trucks by the specialized functions
    - a. semi-trailer
    - b. refrigerator truck
    - c. moving van
    - d. dump truck
    - e. reefer
    - f. panel truck
    - g. lumber truck
    - h. tank truck
3. Collect pictures of various type trucks or illustrate. Write story telling how truck is used
4. Practice mapping skills by moving model trucks between industrial and commercial area.
5. Where do trucks get their cargo?
    - a. Discover that some cargo comes from outside Santa Monica.
    - b. Some trucks pick up cargo on railroad siding in Santa Monica.

B. Discover function of trains in Santa Monica Area.

1. What services do trains provide for Santa Monica?
2. Where are the train tracks located?
3. Study pictures to see make-up of freight trains.
4. Hear taped stories of men who run the trains.
5. What happens to the cargo once it's unloaded?
6. Develop the transportation of cargo in Santa Monica.

    Use air photos to locate the industrial zone, reilroad siding and neighborhood.

C. Maintenance Yard

1. See slides of the maintenance yard
2. Make folding book of steps of maintenance yard from home pick up to delivery to dump.
3. Write sentence story of steps. Each child could write one sentence story and illustrate.
4. Compile class stories into class book.

D. Higgins Brick Yard

1. See slides on Higgins Brick Yard
2. Discuss processes used
3. Make Folding Book showing processes used in Higgins Brick Company.
4. Write stories and illustrate how bricks might be used after leaving Higgins Brick Yard.

E. Questions to answer about the industrial area

1. What is an industrial area?
2. How do goods get from industrial area to stores?
3. Why are lumber yards located near railroads?
4. What is a maintenance yard?
5. Where does trash go after it leaves your house?

IV. LISTENING CENTER

A. Tape lessons using the book How To Read A City Map (Pg. 18)

1. A piece of acetate could be placed over the page to complete the questions.
2. Make a tape with the following directions:
    - a. Draw a black line around the industrial area
    - b. Put a red line on the freeway
    - c. Draw green line around a residential area
    - d. Draw a yellow line around a commercial area
    - e. Put a purple line on an artery
    - f. Put a orange line on a residential street
    - g. Put a green X where one freeway crosses another
    - h. Put a red X on an intersection

B. Children make tapes of sounds representing industrial noises.

V. MISCELLANEOUS IDEAS FOR THE THREE MAJOR AREAS OF STUDY

A. Transition from residential area to local commercial area -

Develop Charts -

1. What Families Produce
2. What Families Consume

B. Local Commercial Area - Can study any of the following in depth -

1. Gasoline Station
2. Grocery Stores and Supermarkets
3. Bakery
4. Drug Stores
5. Laundry and Cleaners
6. Doctor's Office
7. Real Estate Office
8. Bank

C. Decide what services are not available in local area

Transition - to CBD

Where can we find these services?

D. CBD including secondary area and outer limits - Can study any of the following in depth -

1. Department Store
2. Banks
3. Hotels and Large Apartments
4. Restaurants
5. Many of the previous listed activities can be used for an in depth study of the above.

E. Transition to the Industrial Area

1. How do the items get to the CBD?
2. Where do they come from?

REGION - SANTA MONICA AND MARINA DEL REY HARBORS

I. REVIEW OF SANTA MONICA

A. General Suggestions - Could apply to every area of concentration

1. Display list of words being used in geography study. Have children illustrate and/or use them in a sentence.
2. Picture map of trip. Provide outline. Children draw sights observed from bus, etc.
3. Find a sentence in a library book that can be illustrated. Draw a picture to explain, and copy the sentence on story writing paper.
4. Collect pictures to compare and contrast areas. (Commercial Industrial). Provide magazine sources.
    a. Home section from Los Angeles Times
    b. Fortune
    c. California Home
    d. Life
5. Cut up vocabulary chart. Pass out words. Tell children to define the words through discussion, art or written expression.
6. Assign children area of concentration and several magazines through which to look for appropriate pictures.
7. Make models from balsa wood, tooth picks, paper, metal etc., (homes, stores, pier, bridge, terminal, oil derrick)
8. Make flannel board cut outs of map symbols for use by rest of class during activity periods.
9. Teacher-made bulletin board captions. Children collect pictures and make own illustrations for displays.
    a. Where do you live?
    b. My trip to school.
    c. What did you see on our trip?
    d. Where would I go for recreation?
    e. Seeing the harbor from a bridge (boat - bus - terminal)
    f. A view from a breakwater.
    g. What's under the water?

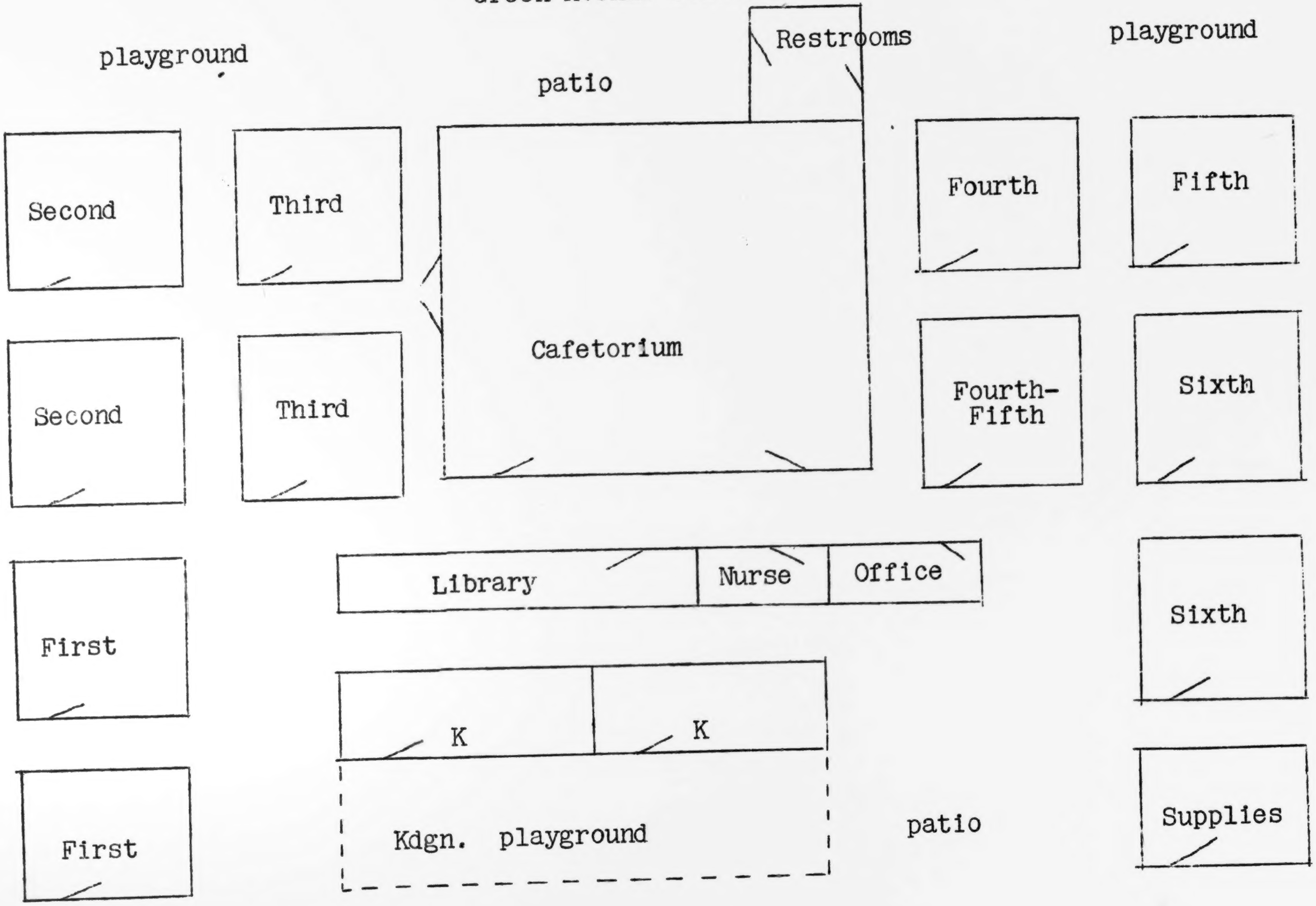
   h. Who am I? (Mr. Craig, Capt. Olguin)
   i. Where is this? (mountain, valley, desert, shore)
   j. Which signs keep us safe?
   k. What do ships carry?

10. Scrap books, i. e.,
    Boats Long Ago - Boats Today - Future of Sea Transportation
11. Make an exchange box in which children would make their own activity suggestions. On another day they could choose a project suggestion and work on it.
12. Allow children to tape their reading of books or appropriate stories for use by other small groups later.
13. Thermofax pages (selected carefully) from Weekly Readers "Readiness for Map Skills - 2," Change symbols when they don't agree with program. Some materials from higher grades in this series will be more appropriate.
14. Set up activity centers for an entire week. Have small groups rotate daily.
    a. View-lex
    b. models
    c. reading
    d. related art activity
    e. map reading

B. Review of school traffic patterns - using a fictitious school (ditto)
   1. Materials
      a. Taped directions. Tape to be turned off while children complete task and turned on again for next assignment. (leaving space on tape may be costly)

         Or directions on chart to be read aloud by individual; or silently by small group.
      b. Head sets
      c. Ditto of school
      d. Crayons

Green Avenue School


playground
patio
Restrooms
playground
Second
Third
Cafetorium
Fourth
Fifth
Second
Third
Fourth-
Fifth
Sixth
Library
Nurse
Office
First
Sixth
K
K
First
Kdgn. playground
patio
Supplies

2. Directions
   a. Point to the cafetorium (pause)
   b. Point to the library (pause)
   c. Point to the office (pause)
   d. Where would you find the nurse? (pause)
   e. Find two rooms for second graders (pause)
   f. Find two rooms for first graders (pause)
   g. Find two rooms for third graders (pause)
   h. Find a room that would have both fourth and fifth graders in it (pause)
   i. Pick up your green crayon. Show how second graders would walk from their classroom to the playground. (Turn off tape)
   j. Pick up your orange crayon. You fell on the playground. Show how you would get from the playground to the nurse's office. (Off)

   etc.

   Note: Display copy that is marked correctly or put "correct" responses on acetate sheet for self-correcting by students.

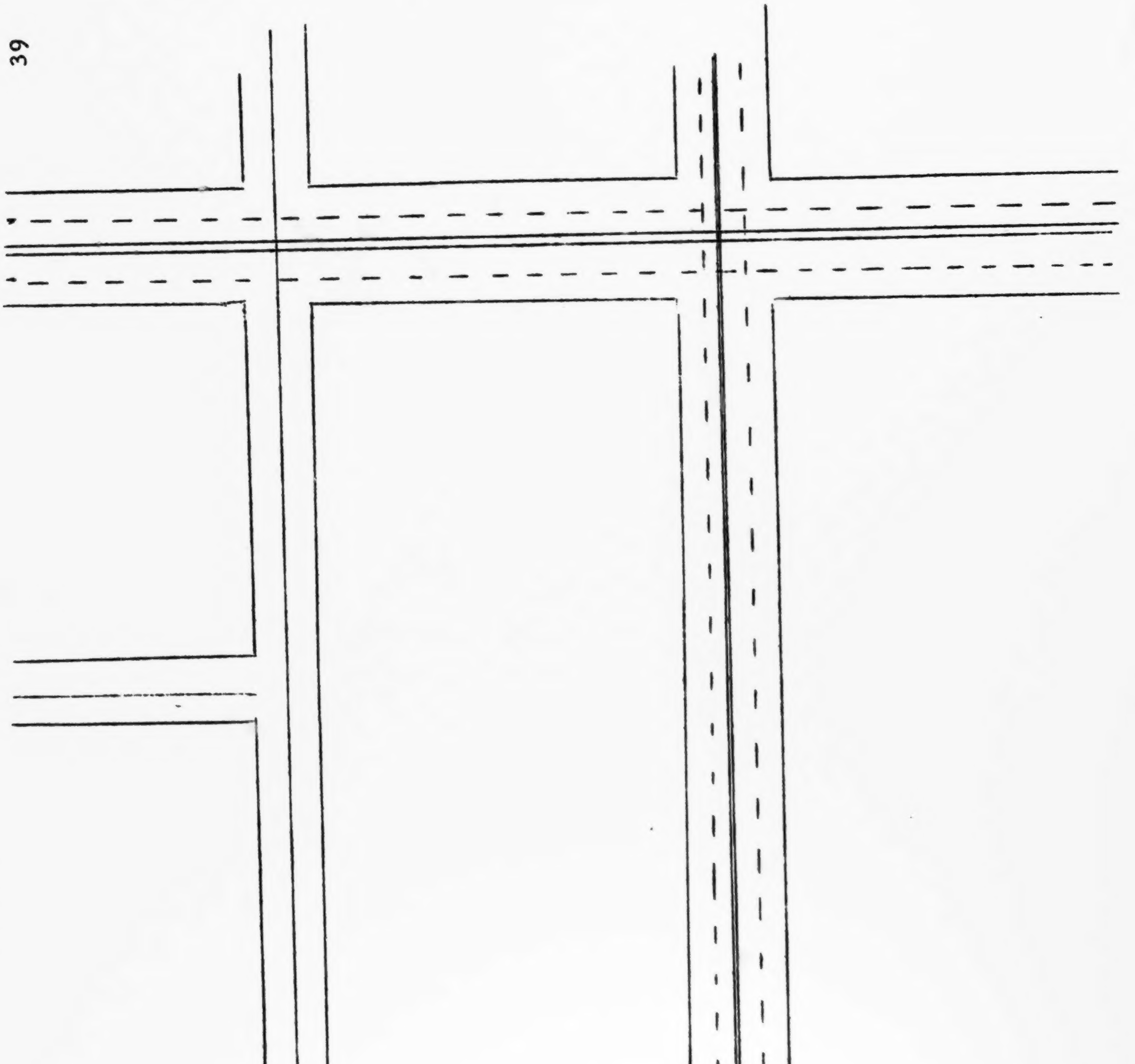
C. Review of Residential Areas
   1. Construct a model of a single-family residence from balsa wood, pins, tacks and Will Hold glue. Begin with floor plan, add walls, furnishings and landscaping.
   2. Students who have made models in grade 1 may wish to take a prospectus from a housing tract, choose a model, and draw a floor plan on heavy cardboard. Then they may add balsa wood walls, furniture and landscaping.
   3. During creative writing students may choose a model that would fit their own family needs. They also could write about a fictitious family of ten. How many bedrooms would they need, etc. Combine the house models and stories for group reporting.

4. Have children compare accessory features of tract houses with their own house or apartment.
5. Have children get samples of various types of building materials listed as features in a new house. They could check those items which are present in their own residence and, through writing and/or picture, describe the use of new items.

   Note: Housing plans with features listed are available on request from any housing tract office. Generally one story houses are easier to work with. i. e. Los Verdes Estates East - Keel Realty Company.

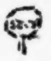
D. Commercial Area Review - (Fictitious area)

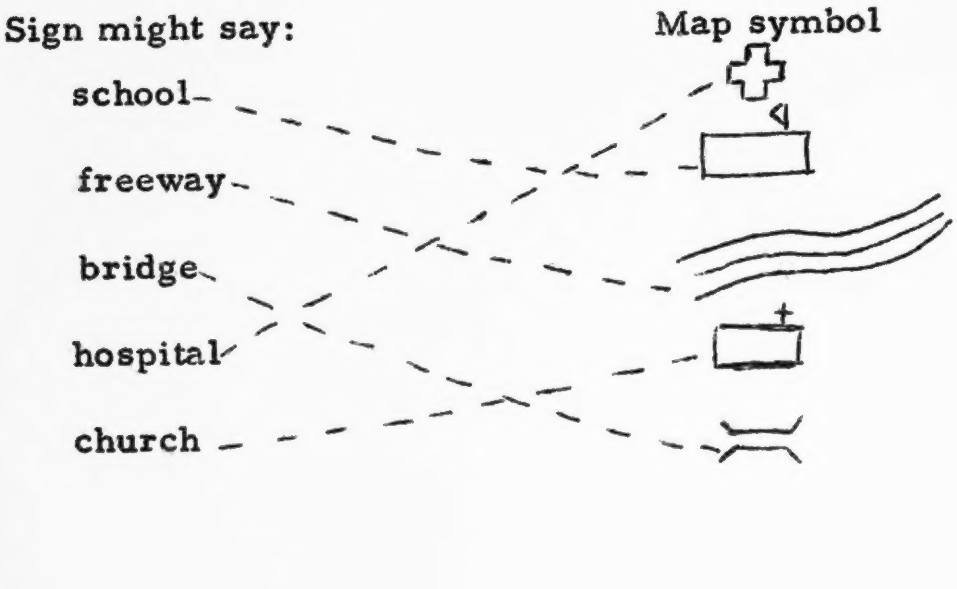
1. Have children determine which streets would be designed for commercial use and which for residential use. They could label or color key them.
2. Later have children put in houses and apartments, using symbols as listed for Primary Geography Program, on residential streets only. Have them make one block single-, one multiple-, and one mixed-family residences.
3. Pre-choose a variety of locations for a school. Let children decide "best" choices and justify through small group discussions, writing, or art work.
4. Have children mark crosswalks.
5. Have children locate neighborhood commercial buildings on streets designed for that purpose.
   - a. Begin by locating gas stations
   - b. Neighborhood super market and parking facility
   - c. Laundromat
   - d. Drug stores
   - e. Variety store
   - f. Shoe repair
   - g. Auto supply
   - h. Church
   - i. Theater



6. Locate a neighborhood recreation center. (i. e.) Would it be best in the residential or commercial area?
    - a. park
    - b. ball diamond
    - c. tennis court
    - d. club house
    - e. pool

E. Suggested Uses for Commercial "Signs of Our Times"

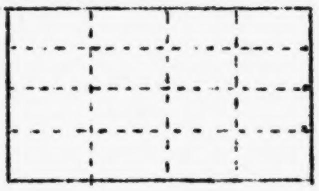
1. Magazine pictures of streets, highways, commercial, industrial areas could be collected by children. Match the signs to areas shown in pictures.
2. Use signs as vocabulary drill. Have in library section for students to read, or have small groups check each other.
3. Have envelopes or boxes labeled residential, commercial, industrial, freeway, etc. Let small group categorize signs in this way. Find signs that could go in several boxes. Is there a sign that could go in every area?
4. Have students substitute a copy of the signs in story instead of using words, i. e., When we came to the corner, we did not cross the street because of the  .
5. Match sign to words that describe it. Have ditto that shows sign on one side. Ask children to draw example of sign's map symbol across



6. Have small group categorize signs
    a. Which signs keep us safe?
    b. Which signs give information?

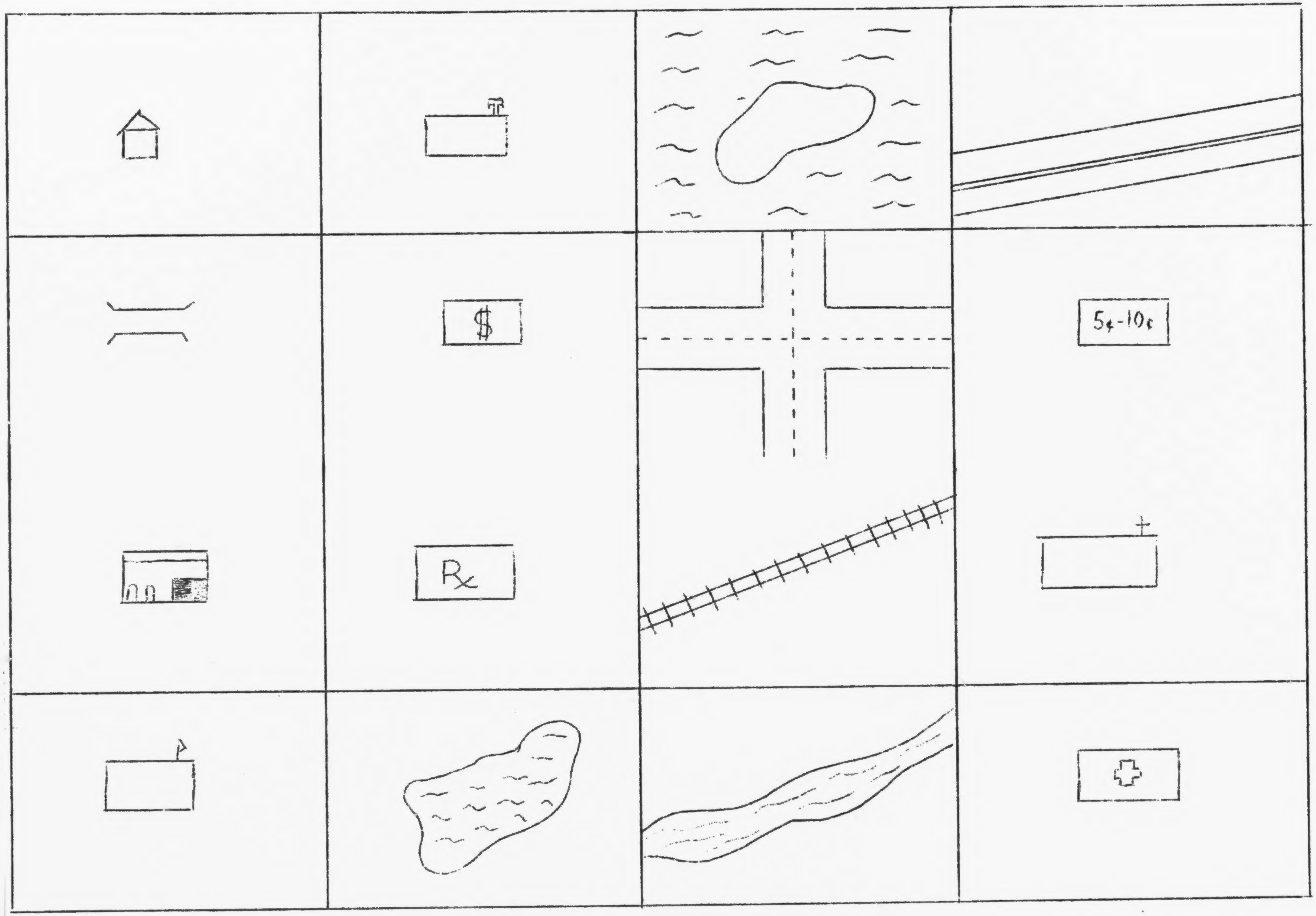
F. Games

1. Bingo Geography
    a. Adapt to vocabulary of any area of concentration.
    b. Use as vocabulary drill.
    c. Later add meaning by saying:
        (1) Mark the word that means apartment.
        (2) Mark the name of the commercial street close to school.
        (3) Mark the word that means a business area.
        (4) Mark the word that means an area where people live.
    d. Give the student a blank piece of folded paper. Have students illustrate each box according to the bingo game.



2. Symbol Bingo
    a. Cover the symbol that stands for a
        river
        variety store
        school
        railroad
        intersection
        etc.
    b. Give children blank paper and have them list the symbols they see.

residential	street	motel	variety
commercial	school	drug store	Kansas Ave.
single family residence	crosswalk	laundry	Pico Blvd.
multiple family residence	grocery store	auto supply	Cloverfield


$
5¢-10¢
Rx

II. GENERAL SUGGESTIONS - HARBOR AND BEACH AREAS

A. Show through art work boats that could use Santa Monica Harbor. Also show how they would be moored.

B. Show through art work a group of ships that could not use Santa Monica Harbor.

C. Explain why the sand builds up north of the pier. Write to city engineer. Illustrate answer to show littoral drift and transfer of sand down streams to ocean and down coast. Resource sheet is available. (Wave action and littoral drift.)

D. Small group mural of harbor area showing bluffs, park, hotels, CBD in background.

E. Shell collections evaluated to determine if each is a part of local marine life.

F. Draw and label fish sold in local market. Locate fishing grounds on map of North and South America.

G. Locate other small harbors on California map. Note similarities and differences. Resource book: California Harbors, Harriet E. Huntington; Harbors of California - California School Supervisors Association.

H. Listening corner materials or Chart Reading.

1. Materials
    - a. Harbor area photographs covered with acetate
    - b. Crayons
    - c. Taped questions and listening center

      or
    - d. Chart listing questions
2. Turn off tape recorder after each direction, or child reads
    - a. Ask children to mark on acetate with crayons. They might look for such things as:

(1) Pacific Coast Highway	(8) P.O.P.
(2) California Street Ramp	(9) Single-family residence
(3) Bluffs	(10) Beach

(4) Clock tower
(5) Hotels
(6) Lifeguard station
(7) Santa Monica Pier
(11) Sand buildup point
(12) Breakwater
(13) Palisades Park
(14) Where will the trash truck stop?

b. Another study question might be: Which direction (toward what city) was the photographer looking. List or draw some things which will prove your answer.

c. What type of area are you looking at? Is it mostly industrial, commercial, residential or recreational? List or draw some things which prove your answer.

I. Sample Stories for Beach and Bluff Area

1. Word list available for fill-in story

beach (2)
summer (1)
Pacific Coast Highway (6)
bluffs (9)
parking lots (5)
recreational (4)
south (8)
north (7)
ocean (3)

2. Ditto

This picture was taken during the ________1.________ season of the year. Many people are walking on the ________2________. Some of the people on the beach may go swimming in the ________3________.

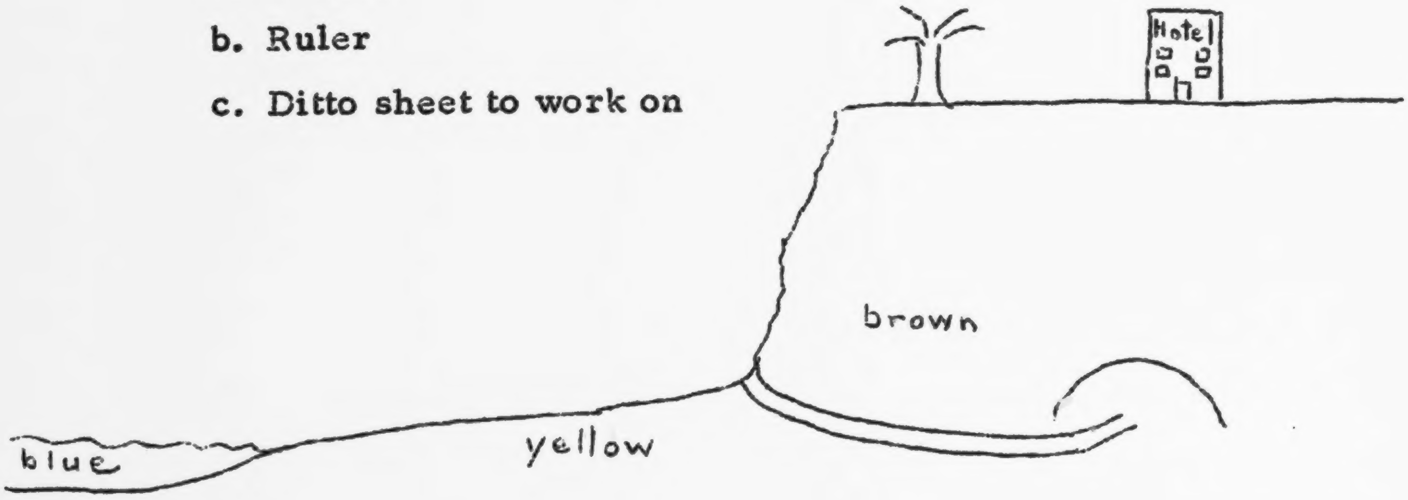
When the people leave this ________4________ area, they will go to the ________5________ where they have left their cars. No matter whether they are going to Santa Monica or Malibu, most of the cars will be traveling on the ________6________.

If you were going to your home in Malibu, you would be traveling ________7________. To return to Santa Monica, you would drive ________8________. As you returned to your home after your day at the beach, you could watch for signs of erosion on the coastal ________9________.

J. Sample follow-up Activities for Beach and Bluff.

1. Each child in the small group should have the following:

a. crayons
b. Ruler
c. Ditto sheet to work on



2. May put the questions on a chart to be read by one individual or entire small group. Taped lesson would also be fine allowing children time (blank tape or turned off machine) to complete each task.

3. Directions - In front of you, you see a picture of ocean water, beach, bluffs and mesa.
   a. Point to the part that is ocean. Color it blue.
   b. Point to the part that would be a sandy beach. Color it yellow.
   c. Point to the bluff. Color it brown.
   d. In Santa Monica, Palisades Park is at the top of the bluff. There are many trees in the park. Is the park close to the edge of the bluff or far away from the edge? Draw a tree to show where Palisades Park would be on the bluff.
   e. The Pacific Coast Highway carries traffic from Santa Monica to Malibu. How do people get from the Santa Monica Freeway to the Pacific Coast Highway? Draw something on the picture to answer that question.
   f. Where should the Pacific Coast Highway be? Draw a black line to show where the highway should be.
   g. If you were standing in the Park looking toward Santa Monica, what kind of buildings would you see? Draw one of these buildings in your picture.

h. On the back of the paper, draw a picture of two kinds of boats that could use Santa Monica Harbor.

III. USES OF MAPS

A. Map Symbol Reading

1. Materials
    - a. Book: How to Read a City Map p. 20
    - b. Opaque projector
    - c. Large piece of white paper on wall for projection of image
    - d. Crayons, felt pens
    - e. Ditto copies of map and symbols shown on page 20
2. Suggestions
    - a. Have small groups test themselves as a group using test on page 20. Include some members in group that are not proficient so that they may learn from others.
    - b. Have them mark the image on the white paper with crayons, water color, felt pens, etc.
    - c. Have group discuss worth of each response. Turn off projector.
    - d. Have students repeat the task on individual ditto using black for major arteries, red for freeways. Color in schools.
    - f. Self-check using original group copy.

B. Harbor Comparison

1. Materials needed:
    - a. Book: How to Read a City Map pp. 28-29
    - b. book for each child
    - c. paper, pencils
2. Suggestions
    - a. Have the children write the page number or numbers which answer the questions. They will write 28 or 29 or not shown.
    - b. Sample questions and directions.
        - (1) Where (on which page) is there a large industrial harbor?

(2) On which page can you see a breakwater ?

(3) On which page can you see a seaplane?

(4) pleasure boats?

(5) residential area?

(6) a channel?

(77) a vacant, unused land?

(88) bay?

(9) peninsula?

(10) freeway? (not shown)

(11) mountains?

(12) industrial zone?

(13) lake?

(14) island? (not shown or ½ Terminal Island).

(15) etc.

C. Air Photo Reading

1. Materials Needed
    - a. Book: How to Read a City Map p. 29
    - b. books
    - c. chart or word cards listing familiar geographical terms
    - d. paper, pencils
    - e. acetate if students are going to mark the location of the terms

2. Suggestions:
    - a. Have students read word list and write or mark those which are shown on the map
    - b. Have students list those which are not in air photo.
    - c. Possible list to choose from

freeway
X pier
X beach
X park
X ship

tunnel
X ocean
X mountains
airport
X seaplane

X	pleasure boats	X	single-family residence
X	street	X	multiple-family residence

X = the item is included in the picture.

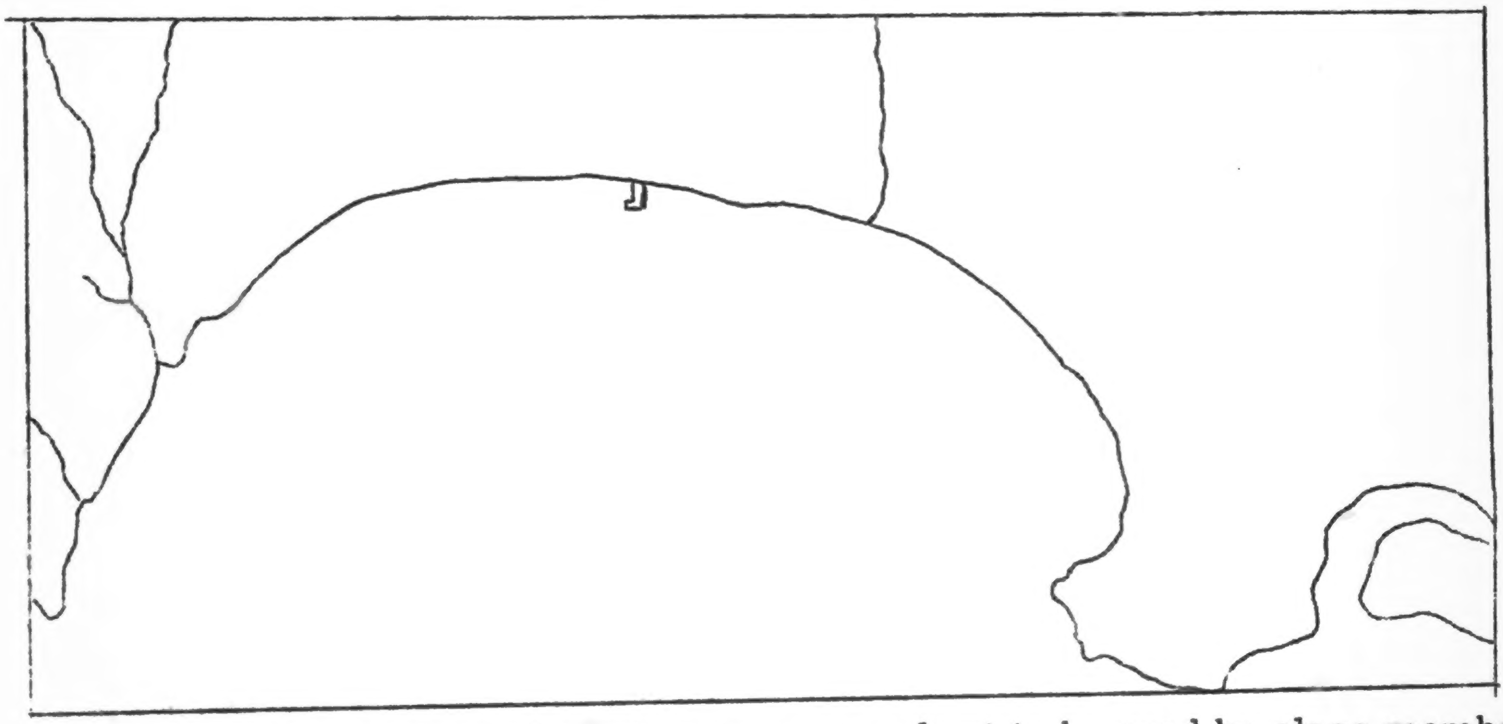
D. Harbor Map Reading

1. Materials needed:
    - a. Book: How to Read a City Map p. 29
    - b. One book per child.
    - c. One sheet of acetate $8\frac{1}{2}$ x $9\frac{1}{2}$ to cover map if you wish students to mark an area.
    - d. Crayons - felt pens.
    - e. Tape of lesson or chart of questions to be read by student.
    - f. Prior use of aerial photo of Santa Monica Harbor.
2. Suggestions:
    - a. Read written material - check definitions of bay, harbor on p. 46
    - b. Have children mark or point to the part of the picture that shows:

        water (ocean)
        city
        beach
        street
        park
        ship at dock
        pleasure boats
        bay (2)
        harbor
        peninsula
        single-family residence
        multiple-family residence
        pier
        seaplane
        land not in use

E. Coastline - Harbors

Ditto Sample



Directions to be put on tape or a chart to be read by class members. Prior small group, teacher directed, practice of this is necessary using large air photo.

Materials needed.

1. Ditto sheet
2. Crayons
3. Pencils
4. Tape, listening center, charts

Directions: Turn off the tape recorder after each direction. Turn it on again when the work is completed.

1. Find Santa Monica Pier. Color it brown.
2. Use your brown crayon again. Show how the breakwater would look in an air photo.
3. Make a black dot on the breakwater to stand for the bell buoy.
4. Find a peninsula on the map. Color it green.
5. Find a stream that does not bring sand and silt to Santa Monica Harbor. Color it purple.

6. Find the streams which could bring sand to Santa Monica Harbor. Color them blue.
7. Show with your yellow crayon the spot in Santa Monica Harbor where the sand builds up so much that it must be hauled away.
8. Show with brown where sand and silt is making Santa Monica Harbor more shallow each year.
9. Draw a yellow line along the beach.
10. Draw a brown line along the bluffs.
11. Draw a green line to show where Palisades Park would be.
12. Draw an orange box to show the location of the CBD.

IV. GEOGRAPHICAL LAND FORMS

A. List several geographical land forms. Ask children to find examples of these in commercial pictures such as those in Picture Atlas, by Fugate.

mountain range
plateau
canyon
mountain pass
river
airport
plain
delta
coastline
peninsula
harbor
lake
fall
road
highway
interchange
freeway
railroad
city
bridge
canal
bay

B. Ask students to find a specific page in Picture Atlas and list or draw the major forms shown, i. e.

p. 19 valley, mountains
p. 21 fall, river, mountains, canyon
p. 38 valley, mountains, hills, road
p. 97 island, river, highway, city, hills, railroad
p. 96 bridge, city, river
p. 114 freeway, lake (reservoir) hills, valley

C. Given list of land forms let students make mural illustrating those class has studied.

D. Using photos of various land forms let children label them correctly.

E. Give students a large piece of paper with small picture (from Arizona Highways, etc.) glued in center. Have them draw what the camera couldn't see.

F. Add terms to dictionaries. Make class dictionary of geographical terms using magazine pictures or child's drawings.

G. List natural features of land and man-made features on land. Could give them pictures showing many such features.

H. Make powdered asbestos land form model. Label each model by pinning tags through asbestos.

I. Use book The Earth: Maps and Globes. Cover p. 28 with acetate. Have children locate and mark the land forms shown on p. 29.

V. SMALL GROUP ACTIVITIES FOR MARINA DEL REY

1. Collect magazine pictures (Boating - Yachting World) that illustrate various boats docking at Marina del Rey. Another source is yacht sales offices. They often have folders of descriptive sales information as well as pictures.
2. Have children write stories about family living at a Marina. Include
   a. type of residence - cost
   b. commercial area availability
   c. father's work opportunities in Marina - outside by commuting
   d. schools nearby
   e. recreational opportunities
   f. drawbacks to marina living
3. Take map of Los Angeles area. Locate Marina. Mark residential, commercial, industrial and recreational sections. Use flags (color keyed) or make other type of legend.
4. Have children learn what is involved in sailing a small boat. Why do some boats carry engines along also?
5. Study question - Why was this location chosen for the Marina? Why wasn't the Marina built in Santa Monica Harbor? pp. 21-22
6. Make a collection of items that would be found around a Marina.
7. Make a collection of pictures that show contrast between Marina and Los Angeles Harbor.
8. Make plastic boat models.
9. Make chronological picture book of trip. Write short explanation of each stop or item viewed.
10. Make a picture map of trip.
11. Select a sentence from "Marina del Rey" pupil book that can be illustrated. Use large paper for story telling. Have child copy the sentence and then make illustration.
12. Draw people seen at Marina. Have children write a one-line job description.
13. Pretend your boat has sunk. Read page 9 of "Marina del Rey" to find

2

out how you would get help. Do creative writing or mural showing various rescue steps.

14. Dramatic play of fishing trip on Betty- O. Creative writing and art work of day's catch.
15. Pretend you are calling Marina del Rey on the telephone. What questions might you ask? What emergencies might you report?
16. Study of signal flags flown by harbor master and boat captains. Report to class. *Good Times on Boats* p. 43
17. Pretend you are on a *SCUBA* team. What things might you do during the day?
18. Contrast Marina fire department with local fire department. Later contrast with fire department at Los Angeles Harbor.
19. If you lived in Playa del Rey, why would or wouldn't you like the Marina being so close? How may the sand erosion and building problems be solved?

REGION - LOS ANGELES HARBOR

I. GENERAL SUGGESTIONS

A. Small group activities using publication titled "Port of Los Angeles - Lat. North 34° - Longitude West 118°."

1. Location of countries (on globe or map) that engage in trade with U.S.A. through Los Angeles Harbor. Flags displayed in pamphlet.
2. Display of $1\frac{1}{2}$ x 2 inch pictures with strings leading to their location in harbor.
3. List food eaten during day. Determine if it came to Los Angeles via ship through harbor. How did it get from harbor to Santa Monica?
4. Give children cutaway drawing of an empty freighter. Ask them to load it with cargo to be shipped to foreign Pacific ports.
5. Why is transportation of goods by ship necessary? Why would truck, train, or plane be as good?
6. List goods that come into Los Angeles Harbor in writing or with picture. Explain how they are used in U.S.A.
7. List products leaving Los Angeles Harbor. Why do we ship scrap iron to Japan instead of re-using it in U.S.A. ?

B. Vincent Thomas Bridge Activities

1. Materials - Pamphlet on the Vincent Thomas Bridge (available from Public Relations Dept., Los Angeles Harbor). Acetate to cover while marking.
2. Suggested uses:
    a. Using air photo on cover locate
        (1) Vincent Thomas Bridge
        (2) San Pedro
        (3) Terminal Island
        (4) Main Channel
        (5) Dock

(6) Transit shed

(7) Ship

(8) Oil storage sheds

(9) Mountains

(10) Highway - street

b. Discuss difference between side view and air diagrams of bridge. Construct model using tooth picks and string on flat cardboard surface.

c. View photos in center section on bridge construction stages. Small group could read underlined sections and report to rest of class using opaque projector to display pictures.

d. Make a section of cable using fine wire (19 strands) and bind with tape.

e. Why did they need to use safety netting? Illustrate or write adventure story.

f. What kind of ship do you see on the last page? What was its job? Where is it now? How do you know it's no longer useful?

g. Creative writing - "The Ferry Without a Friend"

h. Where are the boys standing in the last picture? Is the bridge finished? Is there a freighter at the dock? Can you find the fire boat station?

i. Where are there other toll bridges in California?
San Francisco-Oakland Richmond-San Rafael Golden Gate

C. Sample-Pupil Activity

Look -- Think -- Answer

1. How are these harbors alike?
2. Which pictures show Los Angeles Harbor?
3. Which pictures show New York Harbor?
4. Which picture does not show a harbor at all?
5. What kinds of ships do you see?

6. Why don't you see any sailboats?
7. Do you see any trains?
8. How will the cargo be moved to the cities?
9. Which harbor in the United States of America is the busiest?
10. What is the name of the busiest harbor in the world?

Note: Put a display of magazine pictures complete with numerals. They could write or draw their answers.

II. LOS ANGELES HARBOR FIELD TRIP

A. Let's Tour Port of Los Angeles - pamphlet

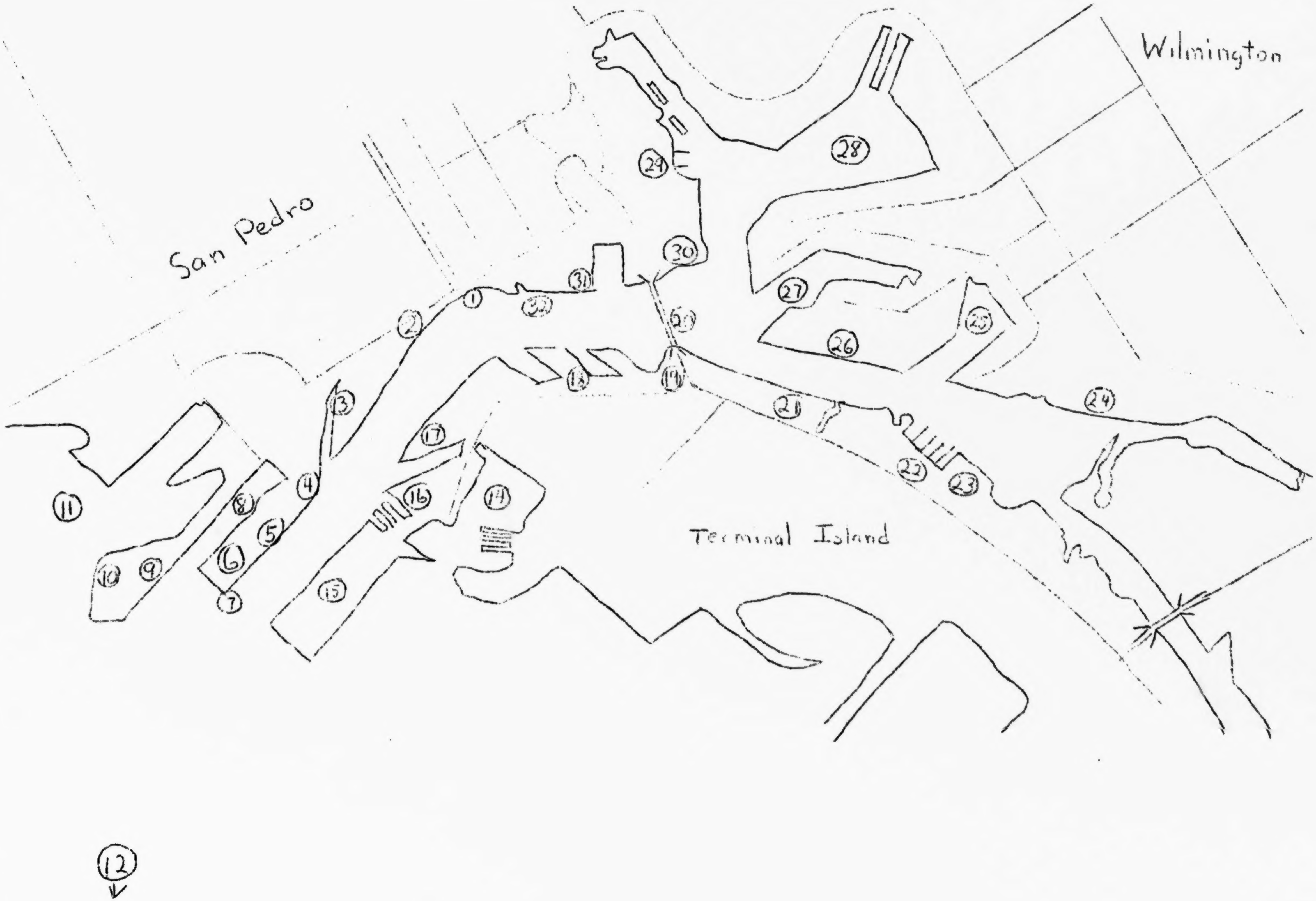
1. Thermafax the map in center of the book adding H-10 Water Taxi to No. 32 and Sun Lumber Company as No. 33.
2. Have water colored to differentiate it from the land.
3. On the trip have the children check their own maps during the water taxi and bus rides.

B. On returning to school, recréate trip using maps.

C. Check items seen. Look at description of items not seen. Discuss things seen on boat ride which might be similar to things not seen.

D. Glue map to a large piece of paper. Enlarge map to show:

1. Cabrillo Beach
2. Union Oil Refinery
3. Harbor Freeway
4. San Diego Freeway
5. Mattel's Toy Factory
6. North American Aviation or T. R. W.
7. Los Angeles International Airport
8. New freeway construction
9. Santa Monica Freeway
10. Local school


Wilmington
San Pedro
Terminal Island
1
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32

III. CORRELATION OF SCIENCE AND GEOGRAPHY

A. Second Grade Concepts In Science Unit 3

1. Small group draw and label the parts of a tree. See Concepts in Science 2 p. 26. Have group report to class.
2. Small group study project questions
    - a. Do all green plants burn?
    - b. Where do logs of wood come from?
    - c. What happens as wood burns?
    - d. How is wood changed to charcoal?
3. List and label (or) draw and label trees showing types of lumber used in Southern California construction industry. Determine growth pattern of these tree types. Locate forest areas on maps of California, Oregon, etc.
4. List import lumber (mahogany) locate sources.
5. Other uses of lumber such as making charcoal. Determine how charcoal is made. Why not use plain wood for barbecue fires? (Science book pp. 28-29)
6. Relate green plants to fossil fuels through small group study (Science book pp. 30-33). Note similarities in formation of coal and oil. Note that the first materials necessary were different.
7. Have small group perform investigations on pages 36-37 in Science II book. Report or demonstrate for class.

B. Uses of Standard Oil Kit - "The Story of Oil"

1. George Washington play. p. 11 - "The Story of Oil". Have one child read to find out what fuels George would have used and report. Have others tell him about fuels and machines of today.
2. Advanced readers only will be able to learn from the written material. Small groups could have material taped or read to them. Perform activity on page 21.
3. Each place for activities is keyed by words: DO THIS.

4. "Story of Oil" has demonstration similar to Science Concepts II, p. 37 (Oil book, page 31).
5. Investigate porous and non-porous materials. Determine which substances will allow oil or water to pass through.
6. Put last picture (p. 108) in opaque projector. Let students write story of oil with words as it is shown by pictures.
7. Determine four things probably necessary to change dead animal life to oil. Have small group make bulletin board display showing process.

REGION - INDUSTRIAL AREA

I. SMALL GROUP ACTIVITY USING CHART - "Telephones of the Past--Telephones of Today".

- A. General Telephone Company
  1. Have children study pictures showing history of the telephone in light of the following questions.

     Why were the first telephones so big?
     How did the first automatic telephones work without any dial to twist?
     Which phones were designed to be placed on walls?
     Which phones were table models?
  2. Have children study pictures and written material about telephones today.
     - a. Why do some phones have dials as well as buttons?
     - b. What is a conference call? Who might want to set one up? What kind of conference call might you want to order?
     - c. Have you ever seen the Panel Phone? Where?
     - d. Where have you seen the "modern pay station phone"?
     - e. Why have they installed lights in phone dials?
     - f. Are there any advantages to a touch calling unit?
     - g. What may the telephones of the future be like?
  3. Small groups could report their findings to the class.
  4. Small groups could make mural panels showing historical phones, homes, dress, etc., of a particular period in recent history. The second panel might show present-day phones, and a third panel might show ideas on future possibilities.
  5. Small group reporting, summarizing or pictorial map of the trip to the pole yard.

REGION - SANTA MONICA CIVIC CENTER

I. RESOURCES

- A. "City of Santa Monica
  1966-67 Annual Progress Report"
- B. About the People Who Run Your City
  by Shirlee Newman and Diane Sherman
- C. "Santa Monica" 1965
  Windsor Publications
  9460 Wilshire Boulevard
  Beverly Hills, California
- D. "Your Official Guide to Santa Monica"
  (yearly publication)
- E. "Program of Work - Santa Monica
  Chamber of Commerce"
- F. "What is a Chamber of Commerce?" 1957
- G. Standard Industrial Survey Report -
  Santa Monica - May 1962
- H. Floor plan of Civic Center buildings

II. GENERAL SUGGESTIONS

- A. Locate offices toured on map (building floor plans) of civic center.
- B. Cover building map with acetate and take "crayon trips" to various offices.
- C. Plan program to be staged at Civic Auditorium.
- D. Role playing of city officers with children taking part.
- E. Devise petition (new park, street lights, breakwater repair) to present to City Council.
- F. Write short employment opportunity ads to be put in newspaper.
- G. Pretend a city street by your home is to be widened and you'll lose your front yard. How would you go about "fighting" this decision.
- H. What group of "experts" would you hire to determine the worth of the causeway. What might their opinions be?

I. Why isn't the city council always capable of making decisions?

J. To what areas does Santa Monica have to work closely with Los Angeles?

III. STRUCTURE OF GOVERNMENT or TYPES OF CITY GOVERNMENT

A. Mayor

1. What are the mayor's responsibilities?
2. In cities with a mayor-council government, what extra responsibilities will he have?
3. What is a city commission? How will this differ from a mayor-council or city manager type of government?
4. Which type is most usual?
5. Who is our mayor? Is it his only job? How can he perform so many tasks?

B. City Manager

1. What items would be included in a city budget? (See 1966-67 Annual Progress report)
2. List possible jobs to be performed in a year - new school, library, books, street paving. Try to rank in order of importance.
3. Pretend a new street is to be built to a school. What would the city manager's responsibilities be. (Maps, work crews in order, completion of project by September)
4. Does he run the city by himself?

C. City Council

1. What is the main function of the council?
2. What problem might your parents take to the council for action? How would you get your problem presented?
3. How is the city council chosen? Who is on Santa Monica's city council? Are they paid? Do they have other jobs as well?

D. Engineering - Public Works

1. Check into progress of causeway. Review probable drawbacks.
2. Why was it necessary to widen 26th Street?

3. What new street construction is planned for local neighborhood?
4. Review sanitation department and trash transfer station.

E. Building Department
  1. What would you have to do if you were planning to build a house, apartment, store, factory?
  2. What items must be inspected?
  3. How is this type of inspection similar to freeway construction?
  4. What types of new construction are visible in Santa Monica?
  5. What are the future plans for this area?

F. Power Department (Southern California Edison Company)
  1. History of electrical service - present day and possible future use of atomic power (Malibu area).

G. Planning Department (zoning)
  1. Grouping practice review
  2. Look at city as a whole for zoning purposes.
  3. Where would you put new stores, factories, homes, apartments?
  4. Find a good spot for a school. Why would the C. B. D. or industrial zone be a poor location?
  5. Why is zoning necessary? What might a fictitious city look like without any zoning?

IV. SERVICES OTHER CITIES PROVIDE AS WELL AS SANTA MONICA

A. Department of Weights and Measures (run by Los Angeles County, State, and Federal governments)
  1. Why must someone check stores, gas station pumps, scales, etc. ?
  2. Where might he go on a day's work?

B. Welfare Department
  1. What types of assistance are available?
  2. How does the Welfare Department try to correct a problem or keep it from happening again?

C. Water Department (Los Angeles Metropolitan Water Department)

1. Study plans for water softening - removal of "red water" from pipes.
2. Map water system coming into city and from out of state. Map future of water coming from Northern California.

D. Health Services (under Los Angeles County Health Department)

1. Suppose a restaurant washed its dishes in cold water without soap. What might happen? To whom could you go for help? What would the health department do?
2. What types of immunizations are given? Why?
3. What happens to sick animals?

E. Fire Department

1. See film - Fire Prevention in the Home, N 614. 84-1 (14 min.)
2. Locate fire stations on city map. Determine need for several stations. Know which one serves local area.
3. Learn major causes for fires in city. How does the fire department try to eliminate causes of fires?
4. Study system of fire reporting. Check out speed of fire department in responding to calls.
5. Guest speakers - short field trip to local fire station.

F. Public Libraries

1. Importance of libraries - uses made of facilities by all ages.
2. Why did Santa Monica need to build a new library? (C. B. D.)
3. Why do we need school libraries, too?
4. Where do funds come from? How is the money spent?
5. What other items are handled by the library?

G. City Clerk

1. What is kept in all the file drawers?
2. How does the clerk's office help the city council?
3. If you were city clerk, what type of filing system would you use?

H. Recreation and Parks Department
  1. Location of city recreation centers.
  2. Determine how parks and beaches are cared for.
  3. Study how money is obtained to provide these services.
  4. Creative writing could include vacation or family outings or adventures in these areas.
  5. What new things could be added?
  6. Review beach safety, cleaning techniques.

I. Finance Department (City Treasurer)
  1. Discover where money to run the city comes from. (Tax structure)
  2. List or draw items on which tax is applied (land, homes, furniture), money gained from licenses (dog, fishing, business, bicycle).
  3. Funds from Washington, D.C. or Sacramento for certain areas.
  4. Budget - learn that money set aside (for libraries, etc.) must be used for that purpose.

J. Airport
  1. Why are there so many lawsuits against the airport? What will happen if the city loses the legal battles?
  2. Compare with Van Nuys Airport.
     Compare with Los Angeles International Airport.
  3. Is there another suitable airport location in Santa Monica? Why not?
  4. Who uses Santa Monica Municipal Airport? Why don't passenger planes use the airport?
  5. What is the cost of keeping a small plane at airport?

K. City Attorney - City Courts
  1. Who can ask the city attorney for advice?
  2. What kinds of courts are there in Santa Monica?
  3. How does the city get land for street widening?

L. Transportation

1. Recognition of Santa Monica buses.
2. Need for buses by students.
3. Routes of buses. How chosen? Which most frequently traveled? Why?
4. Rapid transit city wide? Throughout the Los Angeles Basin? How? Routes? Smog relief?

M. Civic Auditorium

1. Unusual features of auditorium.
2. Uses made of auditorium.
3. Nation wide use (during Academy Awards).
4. Uses by school district.
5. How financed? Why needed? How maintained?

N. Police Department (included in field trip)

1. Determine location of police department including branch at Santa Monica Harbor.
2. Does Santa Monica Police Department have any emergency squads?
3. How are the crossing guards related to Santa Monica Police Department?
4. Study inter-department communications.
5. Why must all Santa Monica Police Department personnel be proficient in first-aid techniques?
6. What special projects has the department engaged in during past years?
7. Do they have future plans for improvement?
8. Invite speakers to class to discuss how police aid in recreation, beach safety.
9. Invite speaker to discuss planning for a career in police work.

O. Personnel Department (Civil Service Department)

1. Learn about police cadet training program.
2. Learning-while-on-the-job program in Santa Monica. Do other cities have the same?
3. Other ways of obtaining city jobs. Types of city jobs available in Santa Monica - preparation needed.

REGION - LOS ANGELES BASIN BEFORE MAN

I. MOUNTAIN FORMATION STUDY - GENERAL SUGGESTIONS

A. Multi-text reading (ditto sample is included)

1. Children may report findings to entire class.
2. Children may answer questions individually or as a group to prepared questions.
3. Children may make up own questions based on reading and discussion. Pertinent items could then be dittoed and passed out for group to answer.
4. Suggested procedure for reports. Discuss with class the importance of presenting a talk or report in an interesting, concrete, and organized way. Write on chart or chalkboard standards for reporting such as:
    - a. Speak clearly and distinctly.
    - b. Use correct English.
    - c. Make the report interesting.
    - d. Stick to the subject.
    - e. Report content in an orderly sequence.
    - f. Use good posture.

B. Art work

1. Papier-maché volcano. Group of two or three children construct form and paint.
2. Chalk, paint, or crayola murals illustrating each way that mountains are formed. Black or white butcher paper works well. Here again, using two or three children for each illustration works well.
3. Small group may construct acetate overlays using grease pencils to illustrate growth and erosion of mountains.
4. The above activity could also be done on construction paper using crayloa, chalk, colored pencils, or felt pens.

C. Language

1. Creative story (after discussion and/or films of Pompeii and/or Paricutin). Child may imagine what it was like to have

been there when an eruption took place.

2. Factual story - re: mountain formation.
3. Two or three children could write script in form of story and/or play and then tape. This could be shared with entire class. Chalk, paint, or crayola illustrations could accompany tape.
4. Children may begin individual dictionaries containing vocabulary learned during entire geography study. When applicable, illustrations done with crayola, felt pen, or colored pencils could accompany text.
5. Before viewing a film, two children are selected to be experts. During the viewing of the film, each child in class is expected to think of at least one pertinent question to ask experts. Notes may be taken during film (if lighting does not permit, children may simply recall questions).

   One rule - Child must know answer to own question. When class finishes viewing film, experts alternately call on class members for questions. If, when called on by an "expert," child's question has already been asked, he is to have thought of (or written down) another one.

D. Pupil Information

1. What makes a mountain?

   Volcanoes make mountains, but most mountains are made in other ways. The earth's crust moves. Do you remember what the earth's crust is? Yes, it is that rock, and is from about 3 - 40 miles thick. Well, the earth's crust moves.
   Blocks of rock are raised, tilted, or dropped.
   A sideways push may shove layers of rock miles over other layers. What does that mean?
   Hot magma from deep within the core of the earth may rise and push layers of rock up like huge blisters.
   Most mountains rise very slowly, taking thousands or millions of years to grow. In millions of years more they

are worn down again by rain, rivers, and slow moving ice. You can see how folding makes a mountain grow by pressing the sides of a soft rug or a cloth so that ir rises in ridges. When heat, radioactivity, shifting weight, or other pressures move against the earth's crust, the rock may arch or bend into folds.

Besides folding and volcanoes, mountains can be made by faulting. Faulting is caused by pressures inside the earth such as heat or shifting weight just like folding, except that the earth cracks instead of bending.

In March, 1964, the strongest earthquake ever recorded in North America took place in southeastern Alaska. Some areas rose, and others sank. At Valdez the land moved upward from 9 - 14 feet. Farther north at Whittier, it moved about 5 feet downward. In Anchorage, Alaska's largest city, some downtown streets were split to a width of about 12 feet!

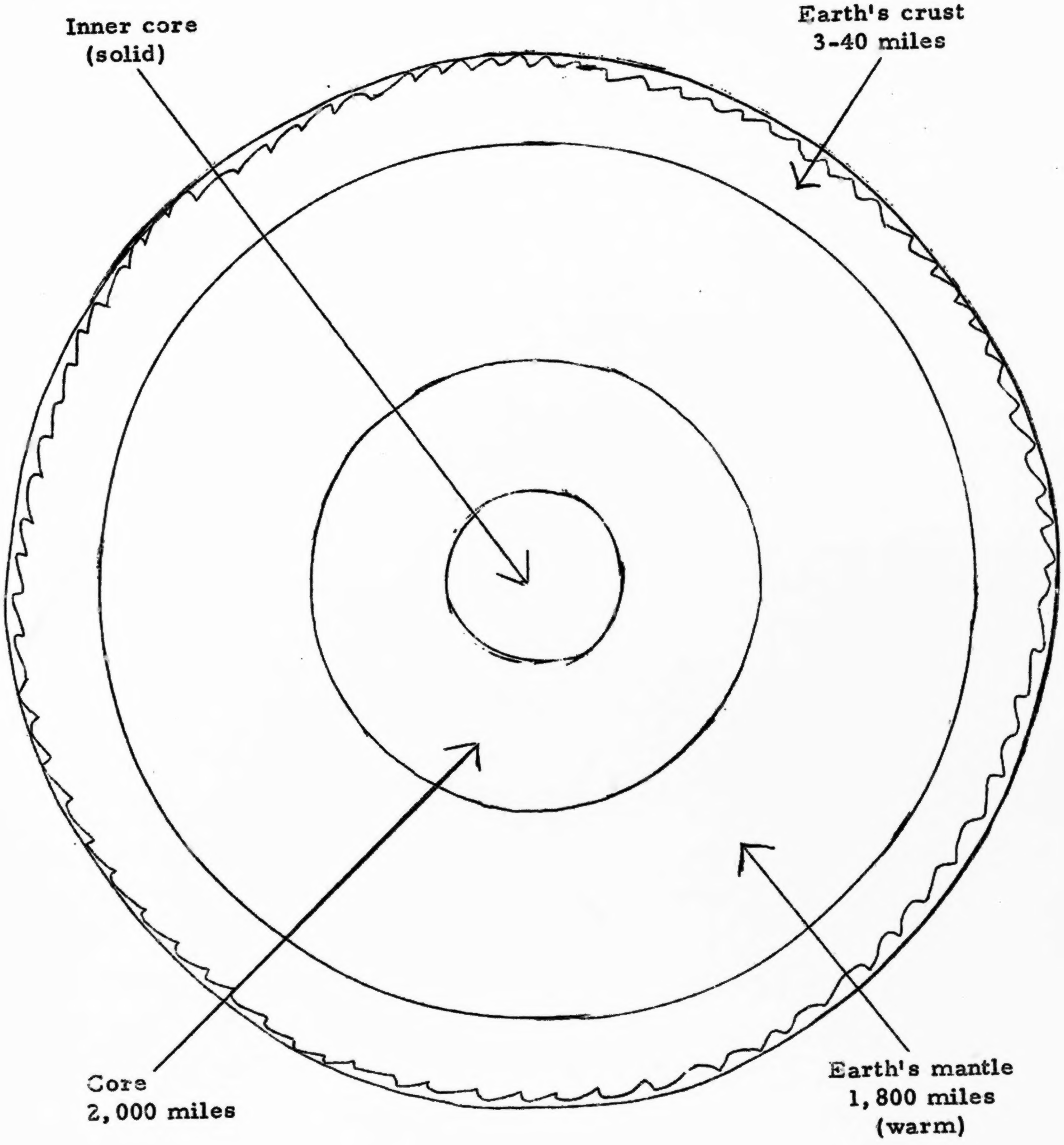
Folding is the main way mountains grow, then faulting, and then volcanoes.

REMEMBER - FOLDING = BENDING
FAULTING = CRACKING
VOLCANOES = LAVA

2. What's inside the earth?

Geologists (men who study the earth) think that the earth is made up of three parts: the crust, the mantle, and the core.

The earth's crust is made up of rather brittle rock, and is from 3-40 miles thick. Below this crust is the section called the mantle, about 1,800 miles thick. The rocks of the mantle are warmer than the crust. The core under the mantle is earth's very center, altogether more than 2,000 miles thick.


Inner core
(solid)
Earth's crust
3-40 miles
Core
2,000 miles
Earth's mantle
1,800 miles
(warm)

E. Science can be correlated with this area
  1. Concepts in Science - <u>Book 3</u>
     Units 4 and 5 may be used particularly well with the study of the Los Angeles Basin Before Man.
  2. Concepts in Science - <u>Book 4</u>
     Units 3 and 7 may be particularly effective in the study of the Los Angeles Basin Before Man.
  3. Check Teacher's Guides for suggestions.

II. <u>OTHER TOPOGRAPHICAL FEATURES</u>

A. Multi-text reading (ditto sample is included)
  1. Children may report findings to entire class or answer prepared questions individually or as a group.
  2. Children may make up own questions based on reading and discussion. Pertinent items could then be dittoed and passed out for group to answer.
  3. Groups of two or three select a particular feature for study. After research, making notes, etc., present findings to class in a three to five minute oral and/or written report.

B. Art and construction
  1. Construct models of landforms such as bluff, canyon, valley, etc., using asbestos. Pieces of scrap wood or cardboard may be used for base and then covered with asbestos.

C. Language arts
  1. Crossword puzzle using words children have learned from readings and discussions.
     For example: DOWN
     a. A lowland between hills or mountains.
     ACROSS
     b. The solid part of the earth's surface--ground; soil.

```
a. v
   a
b. l a n d
   l
   e
   y
```

c. Words to be used may be:

(1) listed above

(2) taken from child's dictionary of terms - see I, C, 4

2. Children may look up definitions in either Thorndike and Barnhart or Webster's Beginning Dictionary. These may then be written and illustrated in child's own dictionary. (NOTE - Not all of our geographical terms may be found in these dictionaries, but they do include a large number.)

3. Using pictures of canyons, ridges and valleys, children will listen to taped lesson, view pictures, stop tape when told by voice on recorder, write, then start tape recorder again, check answers with recorder and continue. Use dittoed paper with list of suggested words to facilitate spelling.

4. Develop word game using geography flash cards. Divide into two teams. Flash word to child on first team. Have him pronounce word and give its meaning or use it in a sentence. Do same with child on second team. Continue this procedure, alternating from team to team for an allotted time, or until all have had turn. As a child misses, he must sit down. The team with the most players standing at the end of the game is the winner.

5. Game - Child says, "I'm thinking of something that..." Child calls on child to answer. Child who answers correctly may come to front and continue game with a word which has not been used. This is especially effective at end of period for five to ten minutes.

6. Game for extending and reinforcing vocabulary. Each child will be given slips of paper, asked to write words pertaining to geography on them, and then fold papers. Two children will collect slips and place them in box, such as shoe box, etc. Let children choose two teams. As each child has a turn, he pulls a slip from the box, pronounces and explains word, and uses it in a sentence. Game may be played as a "word down" so that the side having the most children standing

after an allotted time will win the game.

III. VEGETATION STUDY

A. Multi-text reading (ditto sample is included)

1. Children may report findings to entire class and answer questions individually or as a group to prepared questions.
2. Children may make up own questions based on reading and discussion. Pertinent items could then be dittoed and passed out for group to answer.

B. Art work

1. After collecting samples representative of each area on field trip, an illustration can be made.
2. Samples of vegetation may also be used for crayon rubbings.
    a. Place newsprint over vegetation.
    b. With one hand anchor the paper, and in the other hand hold a crayon in a horizontal position.
    c. Slide the crayon back and forth over the newsprint surface until the leaves appear.

C. Language

1. Three children may listen to tape of vegetation, view pictures, and read along with script. One child may operate recorder, one child may handle pictures, and one may keep place on script.
2. Children may develop own "recall test" of vegetation by submitting to teacher ten or more questions based on tape lesson. Teacher will compile a list of test items and ditto.
3. A fill-in story may be devised based on vegetation study. Words to be used will be placed at top of dittoed sheets. Correcting may be handled in a variety of ways.
    a. One child given correct story will correct all papers.
    b. A tape with correct answers may be made, and then each child will correct own paper with colored pencil or crayola.
    c. One child with corrected paper reads story with answers to class. Each child makes corrections.
4. Before viewing a film, two children are selected to be experts. During the viewing of the film, each child in class is expected

to think of at least one pertinent question to ask experts. Notes may be taken during film (if lighting does not permit, children may simply recall questions). Remember the rule--child must know answer to own question.

D. NOTE - All work done in study may:

1. be taken home immediately
2. be saved until end of a section and then returned

   For example: All papers pertaining to Los Angeles Basin Before Man may be saved in a folder and then taken home before study of Indians.
3. be retained and then displayed at Open House.

IV. PREHISTORIC ANIMAL STUDY

A. Multi-text reading (ditto sample is included)

1. Children may report findings to entire class.
2. Children may answer questions individually or as a group to prepared questions.
3. Children may make up own questions based on reading and discussion. Pertinent items could then be dittoed and passed out for group to answer.
4. Groups of two or three select a particular reptile for study. After research, making notes, etc., present findings to class in a three to five minute oral and/or written report.

B. Art work

1. Mural of dinosaur age. Chalk, "cut and paste" paper or mosaic of beans, seeds, tissue, etc., may be used. Size of mural will determine number of children to be used. Children in mural committee will elect a captain who is ultimately responsible for final design, procedure, and clean-up.
2. Large seeds, etc., mosaics of individual reptiles. Two children may work together on each animal.

C. Language

1. Write creative story of dinosaur age. May be simply factual or highly imaginative with dinosaurs talking, etc.
2. Write and produce a TV or puppet show of dinosaur age.

3. Topic for oral and/or written critical analysis and problem solving: Why Did Dinosaur Disappear? Be sure to include in the discussion how it happened and when it happened (in terms of events rather than just dates).

4. Before viewing a film, two children are selected to be experts. During the viewing of the film, each child in class is expected to think of at least one pertinent question to ask experts. Notes may be taken during film (if lighting does not permit, children may simply recall questions).

D. Sample pupil resource sheet

1. Dinosaurs

Millions and millions of years ago lived strange animals called dinosaurs. Some of them were the biggest animals that ever walked the land. They were the kings of the world for millions and millions of years.

In the days of the dinosaurs, there were no men. So no man has ever seen a living dinosaur. But we know what kind of animals the dinosaurs were. We know, because we have found their bones. These bones have told us many things about the dinosuars. We know how the dinosaurs lived. Some dinosaurs lived near the water. Some dinosaurs lived away from the water, on dry land. We know what the dinosaurs ate. Some dinosaurs ate only plants; some dinosaurs ate other animals.

One of the first dinosaurs was the Brontosaurus. He was very big. His body was as big as a truck or a small airplane. He had a very long neck. He had a very long tail. The largest ones were about 80 feet long and weighed about 50 tons. Brontosaurus liked the water. He stayed in the water as much as he could. It was easy for him to walk in the water, but it was hard for him to walk on land, because he was so heavy. Since the ground shook when he walked, he became known as the "thunder lizard." The Brontosaurus ate green plants.

Some of the first dinosaurs did not live near the water.

One of these was Stegosaurus. He lived on dry land and ate the plants there. Stegosaurus was one of the first dinosaurs to have armor. He had his armor on his back. This armor went from his head to his tail. This armor helped to keep Stegosaurus safe. Stegosaurus had a tail that kept him safe, too. On the end of his tail there were four long spikes. No other dinosaur wanted to get near those spikes, so the Stegosaurus was left alone.

2. The Big Battle

There was a dinosaur with three horns. He had a little horn on the end of his nose. He had two big horns above his eyes. His name was Triceratops. Triceratops was a big animal, but he had small teeth. He ate only plants and leaves.

But because of his horns, Triceratops was not afraid of any other animal. He was not even afraid of the most terrible dinosaur of all--Tyrannosaurus.

Tyrannosaurus was one of the last of the dinosaurs. He ate only other animals. He stood 20 feet tall. He could look over the top of a tall tree. From his nose to his tail he was almost 50 feet long. He was as long as a big truck. His teeth were as long as a man's hand, and his mouth was full of teeth. He was the most terrible animal that ever lived on the land.

When Tyrannosaurus came, the other dinosaurs ran. Some ran into the water. Some ran under plants or behind trees. All the dinosaurs ran--all but one. Triceratops stood right where he was.

He saw Tyrannosaurus. He saw the terrible teeth. But Triceratops was not afraid. If Tyrannosaurus was looking for a fight, Triceratops would give him one. Most times Tyrannosaurus went away and left Triceratops alone. There were other dinosaurs to catch and eat. Other dinosaurs that were not as big as Triceratops. Other Dinosaurs that did not have two big horns.

But if Tyrannosaurus was very, VERY hungry, he stayed to fight. And what a terrible fight that must have been. The most terrible fight two animals ever had. Teeth against horns, fighting to the finish.

V. ROCK STUDY

A. Multi-text reading - see I, A.

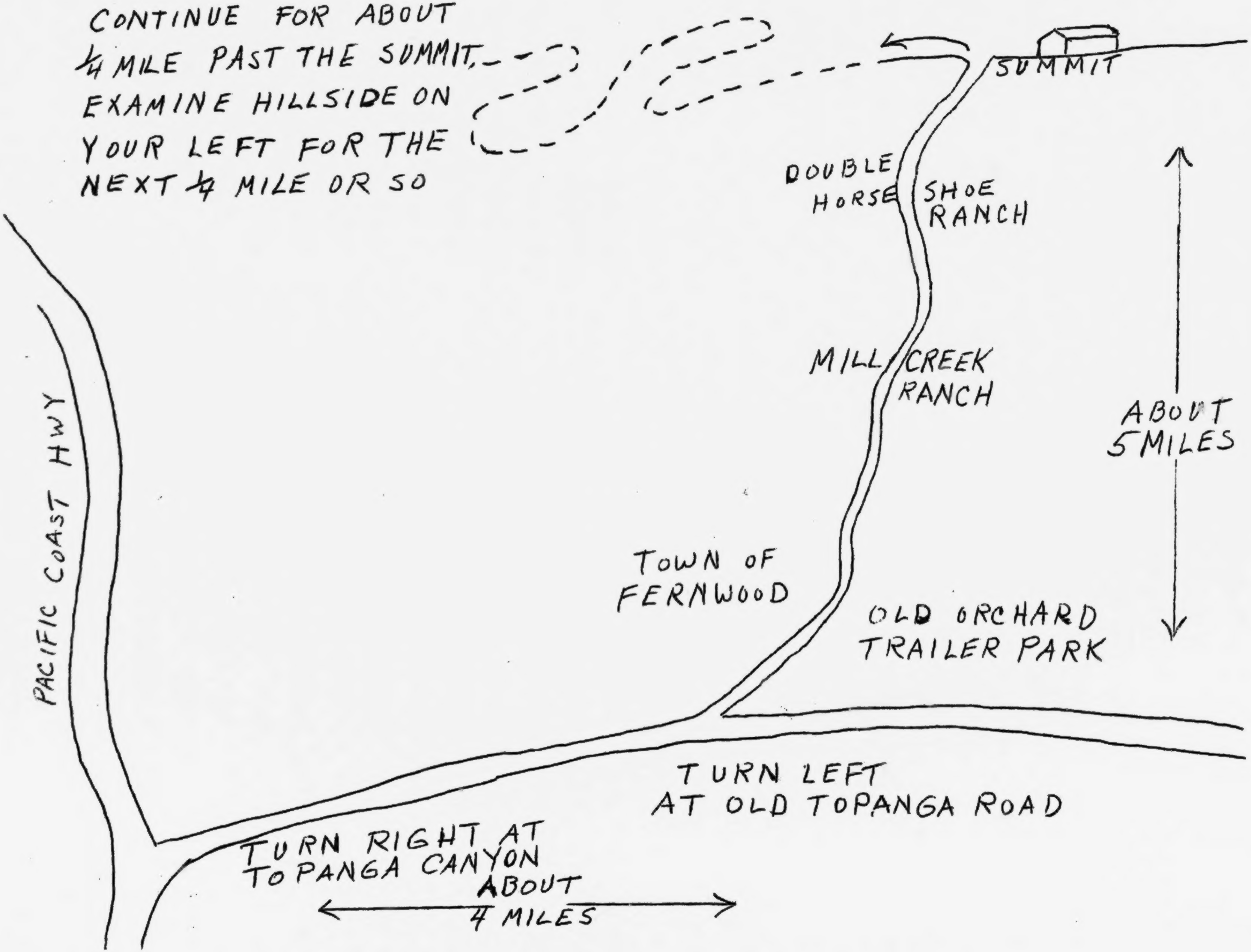
B. Art and construction activities - see previous suggestions.

C. Language

1. On basis of reading, children may collect, sort, and classify rocks. Child may label rock with area in which found, date found, and his name or initials.
2. Map of fossil area is included and may be used as basis for discussion and as a guide on field study trip to area.

NOTE - When taking field study trip to Fossil Ridge in Topanga Canyon, the four vegetation associations studied may be clearly seen. One effective way to have the children focus on the vegetation is to sound a triangle or tone bell, etc., at strategic times. The children will then show with signs made ahead, or with fingers what is being seen, i.e., 1 = coastal strand, 2 = riparian, 3 = chaparral, 4 = oak parkland. If two associations are visible at one time, two hands may be used.

ONE FOSSIL AREA IN TOPANGA



CONTINUE FOR ABOUT
¼ MILE PAST THE SUMMIT,
EXAMINE HILLSIDE ON
YOUR LEFT FOR THE
NEXT ¼ MILE OR SO

SUMMIT
DOUBLE HORSE SHOE RANCH
MILL CREEK RANCH
ABOUT 5 MILES
TOWN OF FERNWOOD
OLD ORCHARD TRAILER PARK
PACIFIC COAST HWY
TURN LEFT AT OLD TOPANGA ROAD
TURN RIGHT AT TOPANGA CANYON
ABOUT 4 MILES

REGION - LOS ANGELES BASIN INDIANS

I. GENERAL SUGGESTIONS

A. Multi-text reading

1. See Los Angeles Basin Before Man. Sample dittos are included.
2. The book Tohi is written by Elsa Falk for children and is excellent. It contains the events in the daily family and village life of an eight or nine year old Chumash boy. Better readers may be put in charge of groups to guide the reading, or tapes of the book may be made for the children to follow along silently.

B. Art work

1. Using graph paper create designs used for Chumash baskets. (See pamphlet "Chumash Indian Art.")
2. Sand paintings of Chumash Indians may be constructed using a mixture of dry tempera and sand. Design is glued to heavy paper, a small portion at a time. Excess sand and tempera mixture is removed and next small section is done.
3. Chalk, tempera, or crayola mural may be made demonstrating various aspects of Chumash life.
4. A time line (pictorial) may be started with prehistoric study and continued through to modern and/or future Los Angeles and Santa Monica. Time line may be done utilizing individual picture or mural approach.

C. Language arts

1. Problem solving items which may be used in group oral and/or written discussions.
   a. Why did the Indians migrate to North America?
   b. Why didn't they all settle in the Los Angeles basin?
   c. For what reasons would you or would you not wish to settle by the ocean? in the mountains? in the valley?
   d. What are the assets (natural resources, etc.) and liabilities of each of the above areas and what makes it so?

e. How did acorns become the staple of the Chumash diet? Why?

f. Why did the Chumash and Gabrielino civilizations remain at the level they did?

g. Compare and contrast the civilization of the Chumash and Gabrielinos with that of Los Angeles basin today. Consider:

   1. Education
   2. Social life
   3. Religion
   4. Government
   5. Economics

h. How did the Indians communicate with other villages and/or tribes? Was communication necessary or desirable? Why?

i. What was the effect of trade upon the Chumash and Gabrielino Indians? Was it very important? Why? How?

j. How did vegetation and landforms determine the diet of the Indians? What is the effect of vegetation and landforms upon diet today? How are the effects similar? How are they different?

k. What factors determined population density for the Chumash and Gabrielinos? Do these same factors influence population density for us today? If no, why? If yes, how?

l. How did climate, vegetation and landforms determine the homes and dress of the Indians? What effect do they (climate, vegetation and landforms) have on dress and homes today?

m. Compare and contrast family job and responsibilities today with those of the Indians.

n. Compare and contrast leisure time activities today with those of the Indians.

o. How did the Indians pass on customs, traditions, etc., to future generations? How do we do it today? Discuss similarities and differences.

p. How did the Indians communicate with the first Spanish explorers, and vice versa? What were some of the problems, and what methods might have been used to find solutions.

(This could be effective as a creative writing assignment.)

2. Develop relay stories.
   a. The children will make up a story using information from readings, pictures, and discussions. The story is to be told in relay fashion. One child starts the story, a second child adds to it, a third continues it, etc. The teacher or group leader selects the appropriate place to stop one person and choose another to continue. This process continues until the teacher or group leader signals that in an allotted number of additional turns the story must end.
   b. This may also be done with word card clues for the children to use in weaving the story.
   c. The story may be taped and played for the entire class.
3. Children may write original stories of life of Chumash Indians, imagining that they were Chumash Indian children or adults for a given period of time. Questions to be answered in story might be:
   a. What is happening?
   b. To whom is it happening?
   c. How is it happening?
   d. Why is it happening?
   e. Where is it happening?
   f. When is it happening?
4. A play or puppet show may be written and produced based on original stories or Tohi.
5. Children may write a comparative story. Question: Am I different than a Chumash or Gabrielino girl or boy? If answer is yes, list all the differences. If answer is no, list all the reasons why.

   NOTE: STORIES WRITTEN BY MEMBER OF THE CLASS MAY BE SHARED BY COPYING, BY READING ALOUD, AND BY PLACING THEM IN A FOLDER TO BE READ BY CHILDREN FROM TIME TO TIME, AS WELL AS FOR PARENTS AND OTHER VISITORS.

6. A particularly interesting story written by a child, and one which the class enjoyed, may be reread slowly by child and used for dictation practice.

II. PUPIL RESOURCE PAPERS

How Did the Indians Get Here?

We believe the Indians came to our land from Asia, but our Indians are not like the people who live in Asia today. We believe that the first people who came from Asia to North America were hunting people. They dressed in animal skins. They hunted with stone spears, because the bow and arrow had not yet been invented.

We believe these people may have come to North America by tracking animals across the far northern land. These people might have crossed from Asia on land which then lay where the Bering Strait lies today. When these people came, they would not have known they were going to a new land. The hunters moved farther and farther into the new land. As the years passed, more people came. They moved down our West Coast. They crossed mountains into our plains and into the Southwest.

During this time, the great ice sheets were melting little by little. At last, about 10,000 years ago, water covered the land bridge which the people had crossed. Then no more people could cross from Asia to North America.

Do you know why the Chumash settled where they did?

Do you know why the Gabrielino settled where they did?

Page 1

The Home of the Gabrielino

The home of the Gabrielino was a frame house called a wickiup. It was made of brush. The wickiup was dome-shaped, built around a frame of poles. The poles were set into the ground, bent and tied at the top, leaving a hole for smoke. The door was placed away from the wind and sun. The thatching was mud with grass or brush. The floor was made of mats of tule. These houses were built for protection against rain or heat and cold. They were used mostly for sleeping; all cooking was done outside.

The Home of the Chumash

The Chumash built extremely large houses. They were called communal houses. Four or five families might live together in a communal house, or as many as forty to fifty people. They were in the shape of a circle. They were made by planting willows or other poles in a circle, and tying at the top. Other sticks were placed over this frame. The Chumash were the only Indians of California to use a bed! They made a platform raised from the ground on heavy sticks with rush mats placed upon it. For a pillow, a rolled up mat was used. Mats were hung around the bed to keep warm. The house had an east and a west door and one skylight.

PLEASE TURN TO PAGE 2 AND FILL IN THE BLANKS. YOU WILL NEED TO USE THIS PAGE.

Page 2

PLEASE FILL IN THE BLANKS. YOU MAY USE PAGE 1 TO HELP YOU! HAVE FUN!

1. The Indian tribe that lived in a wickiup was called the ____________ ____________.
2. The home that the Chumash built was called a ____________ ____________.
3. Which tribe of Indians in California used a bed? ____________
4. A rolled up mat was used for a ____________.
5. Why was there a hole at the top of the wickiup? ____________
6. The home of the Gabrielino was used mostly for ____________.
7. What was the shape of the Chumash house? ____________
8. Why was the Chumash home called a communal house? ____________ ____________.
9. Draw a picture of the Gabrielino wickiup. You may use the other side of this paper.
10. Draw a picture of the Chumash communal house. You may use the other side of this paper.

Making Rattles

Big Eagle needs to make a rattle to use in the rain dance. Rattles are the most common Chumash and Gabrielino instrument. In the rain dance, the rattle makes the sound of falling rain.

Big Eagle goes to the dry, sandy desert. He goes to the gourd fields and picks a gourd. It will be his rattle after he does some work on it.

Big Eagle scrubs his gourd in water to make it clean. Then he cuts off one end of the gourd. He cleans out the inside of the gourd until it is smooth. When he cleans the gourd, he saves the seeds to make a necklace. Then he leaves the gourd in the hot sun to dry for many days.

While his gourd is drying in the sun, Big Eagle collects some small stones. He puts the stones into the gourd when it is dry. Then he takes a piece of stalk and fits it into the hole in the gourd. The stalk will be a handle for the rattle.

Big Eagle paints rain pictures on his rattle with pretty colors. When Big Eagle shakes the rattle, it makes the sound of falling rain. Big Eagle hopes that his rattle will help make rain come soon.

The Gabrielinos and the Chumash love to make up all kinds of songs and to sing them. Some songs are serious ones to go with certain ceremonies, and some are funny songs about their friends. They love music. They sing their songs and use simple instruments to make music. They use the clap stick, whistles of bone and cane, and the flute.

They also use the bullroarer. The bullroarer is twirled around the head on a string. It makes a loud noise as it passes through the air. The bullroarer is made from the wood of a tree that has been struck by lightning. The thin piece of wood which makes the sound is tied to a string as long as the distance between the user's heart and his hand.

The Chumash and the Gabrielino use their songs in all that they do. They sing lullabies to their children. Young men sing love songs. They have songs for their games and songs about their hunting.

Basket Making

The California Indians were very good basket makers. The Gabrielinos used willow, alder, yucca, and juncus fibers. They wound the fibers around bunches of other fibers to make long coils. Then they wound the coils around and around to shape the basket. They tied the coils in place to hold the shape. They made the baskets in many shapes and sizes.

The Chumash made baskets like the Gabrielinos. But the Chumash used rushes for making baskets, too. Rushes grow where there is lots of water. The Chumash also knew how to make baskets that could hold water!

Religion

The Chumash and the Gabrielino Indians believed that one good spirit made the world and all the people in it. They sang:

"This rock did not come here by itself.
This tree did not come by itself.
There is One who made all this,
Who show us everything."

They thought that there were other spirits, too in the sky, in the air, and in animals. The Indians prayed to spirits by dancing and singing.

In the fall, the women asked the spirit of the oak trees for many acorns. They danced their acorn-gathering dance.

The Indians had dances and songs to thank the helpful spirits. They had dances and songs to keep bad spirits away. When an Indian got sick, he thought a bad spirit had entered into his body. He thought the bad spirit caused his pain and sickness. When this happened, the sick man went to the shaman, or medicine man.

Almost every village had its shaman. A shaman might be either a man or a woman. Almost always a shaman was someone who had driven a bad pain from his own body. This made the people of the village believe that the shaman knew how to make the bad spirits behave. When they were sick, they brought presents to the shaman and asked his help.

The shaman told the people what to sing to the spirits. He led them in songs and dances. Even the chief would do what the shaman told him to do.

The Coastal Gabrielinos

The Gabrielino Indians lived in the Los Angeles area long, long ago. Some of them lived along the coast and on Catalina.

The life of these Gabrielinos was very much like that of the coastal Chumash. They got most of their food from the sea. They used the plants of the coastal sage to build their wickiups.

The Gabrielinos on Catalina were especially lucky because they had a good deposit of soapstone. The soapstone was just right for making bowls.

All of the Gabrielinos spoke the same language. It was a language different from the one the Chumash spoke. But not all of the Gabrielinos lived near the coast. Can you guess where some of their other villages might have been?

Ways to Catch Rabbits

The men and boys of the village are up early this morning. They are going on a rabbit hunt. Each one has a rabbit stick.

They go down a steep trail and out into the hot, dry desert. They go to a hunting ground. They place themselves in a very large circle. They begin to walk toward the center. They will try to hit the rabbits found inside the circle.

They throw their sticks at the rabbits. The rabbits are afraid. They run out of the bushes. How fast they go!

Many of the sticks hit the rabbits. Then the hunters put the rabbits over their shoulders. They carry them back to the village.

There are other ways to hunt rabbits. Sometimes a Gabrielino must hunt alone. He is very quiet. Then the rabbits do not hear him. The hunter goes with quiet steps to the low bushes. He beats the bushes with his rabbit stick. Then the rabbits run out of the bushes. He throws his stick fast. He hopes he has hit a rabbit.

When the men bring rabbits home, the women are happy. They put the rabbits on the floor against the wall. The women clean the rabbits and soon the family will have rabbit stew.

Running Boy

Running Boy heard a noise in the bushes. Just then a big jackrabbit stuck out its head. Quickly and quietly Running Boy took his rabbit stick, and threw it at the rabbit as he ran away. Running Boy smiled. He had a good aim, and had got the rabbit. As he picked it up and walked home, he was thinking how proud his mother, Singing Water, would be with his catch.

Singing Water, his mother, was at home alone. His father was away on a long antelope hunt. He would be gone for several days. Since Running Boy was just eight years old, his father felt he was not yet ready to hunt with the big men of the Gabrielino tribe.

Singing Water took the rabbit and said, "Someday you will be a great hunter like your father. Now an acorn cake is ready for you, but first will you get the water and firewood for the night?"

Running Boy did as he was told. When dinner was finished, the fire started, and the extra wood placed in a neat pile, Running Boy lay down to sleep on his mat in the wickiup.

He began to dream about the day when he would be the greatest hunter in the whole Gabrielino tribe. Then he would lead the other hunters of the tribe to where the best herd of antelope was. He would tell them to surround the herd, and then, when he gave the signal, the men would get out their bows and arrows and would shoot the arrows into the herd. How proud he would be to lead the men back to the Indian village with as many as 50 or 100 antelope. Then the cooking and feasting would begin. How happy everyone would be!

How the Chumash Have a Stick Race

The Chumash men run many races. Runners practice for many days. One race is to bring rain. Another race is for fun. The race for fun is for young men only.

The Chumash like to run the stick race. The stick race is not easy. The stick race is a race for fun. In the stick race, the men divide into teams. Each team has a small stick. The runners are barefoot. They can touch the stick only with their feet, even if it is among the sharp thorns of a cactus. The team that comes in first with its stick wins the race.

To begin the race, Swift Eagle gives the sign to go. On and on the runners go, kicking their stick ahead of them. The race ends when the winning team returns to the starting place.

Homes of the Chumash

The Chumash Indians made big community houses. In the community houses lived four or five families. Sometimes when the families were large there were forty to fifty people in one house!

Community houses were made in the same way as a wickiup, only much much larger. And inside, the Chumash put walls to divide one room from another.

The Chumash slept on mats like the Gabrielinos, but they put their mats on small platforms. They used rolled up mats for pillows. Often the men would go and sleep in caves that were nearby.

Even though the house was very large, it had only one skylight and two doors--an eastern one and a western one.

Chumash Fishing Plans

Kimki listened carefully as his father told of his fishing plans for that day. Kimki knew much about fishing close to the coast. He and his sister, Ulapi, had often taken one of the dipnets to catch some fish for supper. They held the dipnet by the handle and scooped up the fish. Kimki and Ulapi had also helped with the larger nets. The larger nets had floats made of wood and sinkers made of stone. Many fish would swim into the nets. Then the Indians would pull them in. Kimki had even learned how to spear fish that came in close to the shore. He knew how to pry abalone from the rocks with a whale rib. He and Ulapi had gathered clams from the beach many times.

But Kimki had never gone far out to sea where the big fish were caught. The Gabrielinos could do the kinds of fishing that Kimki knew how to do. But only the Chumash were good at deep sea fishing. Only the Chumash had the right kind of waters to start their boats safely out to sea. His father was talking of such a trip now. Kimki knew that it would be useless to ask if he could go, too. His father and mother would just tell him again that he was too little.

He heard his father say, "I must take the hooks I made from the large shells and the ones of bone and wood. I may need my harpoon, too. Mother, you must be sure to have the deep pit filled with coals so that the fish can be cooked when we get back. And Kimki, we will need you today to keep the boat dry. Water seeps in through the cracks even though we have filled them with asphalt. The lad who usually bails out water for us is sick today. You must come. I hope you will do a good job."

Kimki could hardly believe his ears. He was going deep sea fishing! How very proud he was. And how straight and tall he walked as they went down to the waiting boat. He was sure they would catch many fine fish that day!

Trading Day

"We're not far from their village now!" called Pashina's brother Ongovi. Those words brought real excitement to Pashina. She and her family had been traveling for a day and a half. They had left Yang-na, their Gabrielino village, in order to come and trade with the Chumash people of Saan. Like most Chumash villages, Saan was on the coast. The Indians here had many things that the Gabrielinos in their inland village did not have. The Chumash had shell beads, dried fish, sea otter furs, and soapstone bowls. Pashina and her people had brought deerskins, seeds, and acorns with them. The Chumash Indians needed these things and might want to trade for them.

Pashina had been saving ponkos for many months because she wanted to buy something when the Indians met to trade. Ponkos were the Indians' money. One ponko was a string about thirty inches long of small clamshells. The Indians measured thirty inches by holding the string of shells at the top of their middle finger, taking the string around their wrist and back up to the middle finger and then half way around the wrist again! Pashina had saved two ponkos.

The Gabrielinos came to the edge of Saan. The Chumash Indians came up to greet them. It was not long before the trading started. Pashina's mother bought some soapstone bowls. Ongovi traded a deerskin for a fine whalebone lever. But Pashina could not decide what to buy. She saw so many things that she wanted. Not until a Chumash girl of about her age held up a pretty shell necklace did Pashina make her choice.

She gave the girl her two ponkos for the necklace. The girl put the necklace over Pashina's head. Both girls smiled at the beauty of the necklace. And in fact, Pashina smiled all the way home as she wore her new treasure.

A Chumash Boat

Kimki rolled over on his brush mat bed and opened his eyes. It was morning at last! And this was the day he'd been waiting for--the day they would make the new boat.

For many days now Kimki, his father, and other men of their Chumash village had been making planks for the boat. They had used pine logs and had split them with their whale bone wedges and shell blades. Then they had bored holes along the planks with a very sharp stone. Next they had put the planks under the wet sand and had built fires on top. When they had taken the planks out, the planks were easy to bend. The planks were good ones. Kimki and his father had done a careful job.

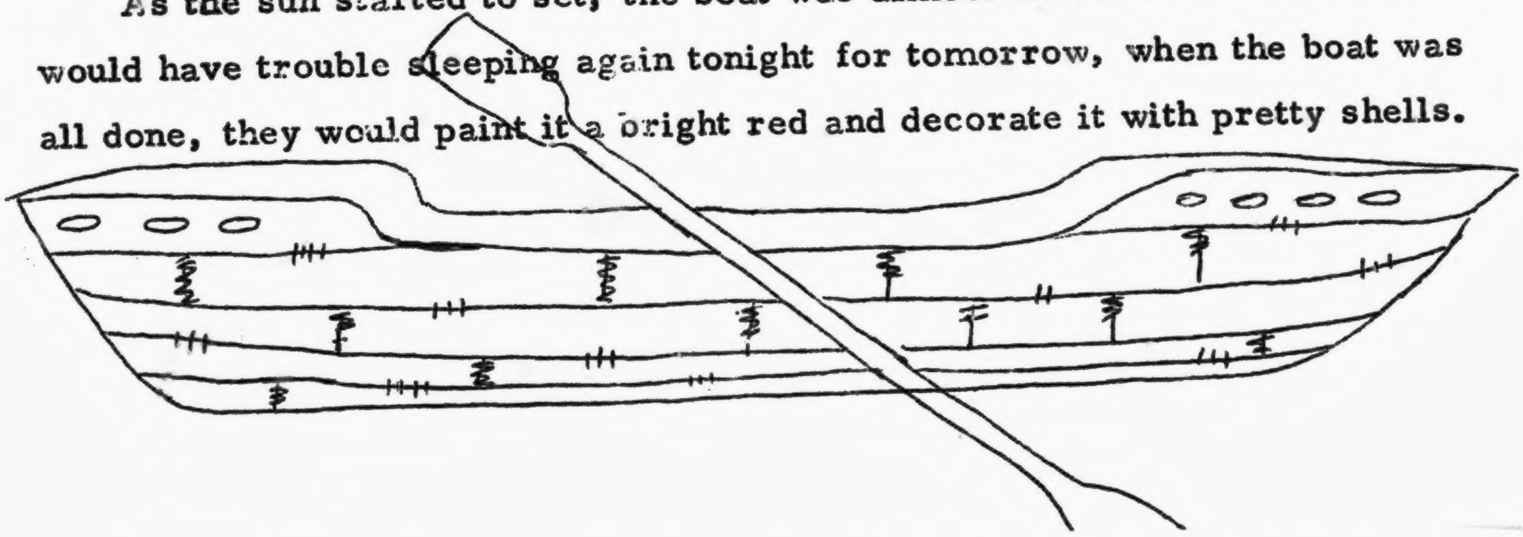
Kimki jumped quickly out of bed and hurried down to the beach. His father and some other men were already there. They were busy lacing the planks together with strong cords of fiber.

It would be Kimki's job to fill in the cracks between the planks. He used asphalt to do this. The asphalt helped to keep water out of the boat. The boys and men worked hard all day.

As Kimki worked he thought of all the things this great boat would be able to do. It would hold as many as ten men. The men would be able to paddle it far out to sea. There they could catch the big tuna.

Kimki had seen the boats of the Gabrielinos when they had come to trade. The Gabrielinos could not take their boats out to the deep sea. Their boats were made from bundles of tule tied together in the shape of a canoe. Only two or three people at a time could ride in these boats. The boats were moved with paddles or with a pole when the water was not deep. These boats were fine for lakes and rivers and bays, but they would never hold up in the rough ocean.

As the sun started to set, the boat was almost finished. Kimki knew he would have trouble sleeping again tonight for tomorrow, when the boat was all done, they would paint it a bright red and decorate it with pretty shells.



California Indian Games

Would you like to play a game that the Indians played long long ago? Here are some that you might try--

Hoop and Pole

Roll a hoop, and while it is moving try to throw a pole through the hoop. The Indians threw spears or darts, too. They made their hoops and poles from stems or branches of plants.

Great California Football

A long place to run and a rock or two are needed for this game. (Perhaps you could use two small balls.) The players are divided into two teams. Each team tries to kick the rocks to his end of the field. Indians were very good at throwing the rocks with their toes. They were also very good at wrestling with the other team to keep them from kicking the rock! But the Indians had a set of rules that they followed. They followed the rules even when the teams were from two villages that did not speak the same language!

Dice

Two-sided dice are used. The dice came in sets of four, six, or eight. The women especially liked to play.

Catscradle

For catscradle a loop of string is needed. You may use plain string. What do you suppose the Indians used? Put the loop over both hands and make patterns with it. You have probably played this game before.

Guessing Game

Take two sticks. Mark one stick in some way. Put both sticks behind your back. Have someone guess which hand holds the marked stick. Have you played a game like this before, too? Did you know that you were playing a game that Indians played long long ago?

The Cahuillas

On the other side of the San Bernardino Mountains lived still another group of Indians. These Indians were the Cahuilla Indians. Their home was on the desert. As you read about these Indians, see how many things they did just like the Gabrielinos and the Chumash. Also see how many things they did very differently.

The Cahuilla Indians lived in groups of fifty or less. They could not live in bigger groups because there were no springs large enough to take care of a big village. In fact, sometimes there were no springs at all, and the Indians had to dig deep wells.

Food was scarce, too. The Cahuillas had to keep moving so that they would always be near food. In the winter and spring they built their wickiups on the open desert and at the edge of the mountains. There they could gather mesquite roots, yucca, and other cacti. In the summer and fall they moved farther up into the mountains. At that time pinyon nuts, berries, and seeds could be gathered.

The Cahuillas used rabbit sticks and clubs to hunt rabbits. But they did not have much meat to eat. There are not many animals on the desert, and the Cahuillas did not believe in killing some of the animals that were there. The Cahuillas believed that when people died they came back as coyotes, mountain lions, bears, and snakes. They did not want to kill animals that might be their old friends!

The Cahuillas wore clothes that were a lot like the Gabrielinos' and Chumash's. But the Cahuillas did wear shoes more often than the others. They made sandals out of yucca fibers. And when they went to the mountains, they made moccasins of deerskin.

The women Cahuillas knew how to make pottery. They gathered the red desert clay and mixed it with sand and crushed rock. They used coils for making their bowls. They smoothed their bowls with a wooden paddle and pebble. Then they fired the bowls in an open pit. The women did not often decorate their bowls. When they did paint them, they used thin yellow lines. The Cahuilla women also made many baskets.

The Cahuillas were peaceful Indians. They worked hard in their desert home.

FILL IN THE CORRECT ANSWER. THE NAME AFTER THE QUESTION SHOWS WHO MADE IT UP. GOOD LUCK! USE YOUR TOHI BOOK!!

1. What is the title of the book? ____________________ Lissa R.
2. Who illustrated the book? ____________________ Iris H.
3. Who wrote the book? ____________________ Iris H.
4. Who was Tohi? ____________________ Mark C.
5. These Indians had ________________, ____________________ hair. Greg Newman
6. Tohi rolled the ____________________. Julie Simon
7. The Chumash Indians lived in villages along what coast? ______________ ____________________ Greg N.
8. What did the Indians use to make bowls? ____________________ Victoria
9. Who was the best player in the Indian game? ____________________ Vicky
10. What was the name of the houses that they lived in? ______________ ________________ Vicky
11. What did the Indians in the mountains like to eat? ______________ ________________ Vicky
12. What were wickiups made of? ____________________ V.F.
13. Often several families lived together in a ____________________. Kelly K.
14. What did the Indians use to make jewelry? ____________________ V.F.
15. They used a ____________________ to mash acorns. Iris

REGION - LOS ANGELES BASIN EXPLORERS, MISSIONS AND RANCHOS

I. GENERAL SUGGESTIONS

A. Multi-text reading

  1. See Los Angeles Basin Before Man. Sample dittos are included.

B. Art work

  1. Seed or paper mosaic of mission and/or rancho life.
  2. Chalk, crayola, or tempera mural illustrating coming of explorers, missions, and/or rancho life.

C. Language arts

  1. Dr. I. Q. - Everyone in class writes out questions about unit. Dr. I. Q. reads the questions, and members of the group answer them. This game can be performed as a radio or TV program with an announcer, sponsor, with commercials, stage manager, etc. Signs can be made which say "Silence" or "Applause," etc.
  2. After reading and studying about Father Crespi and his family diary, children may write own version of diary.
  3. Explorers' log books and/or diaries may also be written, making certain to include not merely happenings but personal feelings about situation, etc.
  4. Geography Baseball:

     The group makes up questions and writes them on small slips of paper. These questions may be words to spell and/or define. The children choose teams, such as A and B. A baseball field is made that includes home base and three other bases. The first child on Team A, acting as pitcher, draws out a question and reads it to the first child on team B, who becomes first batter. If the child answers correctly, he has made a hit and proceeds to first base. The game continues as the second child on team A draws out a question and reads it to the second child on team B. If this child gives the correct answer, the first child on team B goes to second base and the second child goes to first base. When an error is made, an "out" is declared. When three outs have been accumulated, team B is out and team A goes up to bat. When a child has rounded all the bases, a run is declared. Nine innings constitute a game.

5. Who Am I? What Am I? Where Am I?

   A child stands in front of the group and gives clues such as, "I wanted to keep Mission San Gabriel going. I am a Spaniard. I read Father Crespi's diary, and found out about some good land nine miles from Mission San Gabriel." (Governor De Neve) The person presenting the clues gives one at a time until someone answers. The person who guesses correctly then comes up before the group and presents his clues. If the group cannot guess the answer, the person giving the clues tells the group and picks another name.

6. I've Got a Secret.

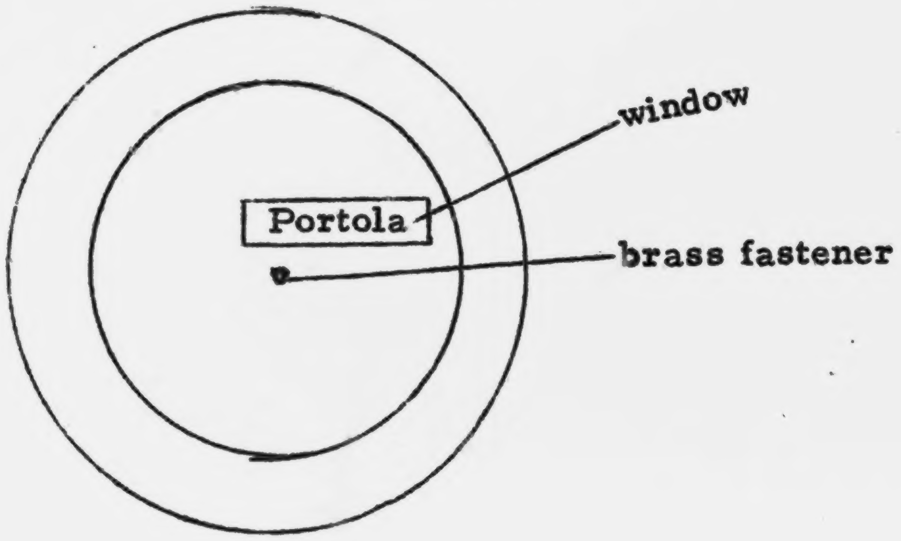
   A panel of four children and a moderator are selected. A child in the audience is called upon to whisper his secret to the moderator and then write his secret on the chalkboard, behind the panel, where the rest of the group can see it. The panel members take turns asking questions that can be answered "yes" or "no" trying to pinpoint the secret. When the secret is guessed, each panel member chooses a replacement.

7. Vocabulary Zingo.

   This game is similar to Bingo. Divide each card into 25 squares. Place Geography vocabulary words in the squares in a different order on each card. For each word placed in a square, place its definition on a small sheet of paper in a jar or box. Give each pupil a card and a handful of markers (small bits of cardboard, beans, etc., may be used). A child draws a slip of paper from the jar and reads the definition. Each student with a card that has this word on it places a bean on the word. When he gets a line of markers up, down, diagonally, or across, he calls "ZINGO."

8. Question Wheel.

Cut two circles from oaktag, one with a diameter one-half inch larger than the other. On the larger wheel write difficult words or questions. Cut a window in the smaller wheel. Place the smaller wheel on top of the larger one and fasten them together in the center with a brass fastener. Rotate the top wheel so the words or questions on the lower wheel show through the window. The answers are in a booklet that accompanies each wheel. The following diagram is one example of how the wheel might look.



9. Crossword Puzzles.

There are many crossword puzzles that can be used in teaching geography. Many times children like to make their own puzzles. The following puzzle is an example.

E What place was named for the smoke coming from the campfires?
X What do explorers do?
P Who wrote a family diary?
L Who explored the California coast?
O What soldier helped Father Serra?
R Name a safe place for ships.
E Who wanted to go to the New World to teach the Indians?
R What place did Portola and Father Serra finally reach?
S From what country did many explorers come?

	B	a	y	o	f	S	m	o	k	E	s					
									e	X	p	l	o	r	e	
F	a	t	h	e	r	C	r	e	s	P	i					
					C	a	b	r	i	L	l	o				
						P	o	r	t	O	l	a				
								H	a	R	b	o	r			
						F	a	t	h	E	r	S	e	r	r	a
					M	o	n	t	e	R	e	y	B	a	y	
										S	p	a	i	n		

10. College Bowl.

The game is played in a manner similar to the television game of the same name. The questions used are made by students on 3" x 5" cards. The students evaluate their questions and place in the corner of the card the number of points they think should be given for answering the questions correctly. The class is divided into two teams. Team captains choose four to represent their team. The groups are rotated so that all are given a chance to participate. Toss-up questions are given as well as questions for points. Tone bells, jingle bells, hand drums, etc., may be used to signify when the team has the correct answer.

11. Flash Cards.

Flash cards can be made by both teacher and students. Vocabulary covered in geography study may be put on the front of the card and the definition on the back. Flash cards may be used in a variety of games such as spell downs or contests.

12. This period of missions and explorers lends itself very well to many types of dramatization. Skits, plays, and/or pantomimes demonstrating interaction of Indians, explorers, and missionaries may be considered.

D. Problem -solving items which may be used for group oral and/or written discussions.

1. Why would someone want to venture into unfamiliar territory? What are some of the characteristics a person like that might have? How is he like you? How is he different from you? Do we have explorers today? Who are they? What are they exploring?
2. Why did the Spanish government decide to start settlements in California? Why does the United States go into foreign countries today? Are the reasons similar? If "yes," state how. If "no," tell why.
3. Why did missionaries come to California? Would you have come? Why? Do missionaries today go places for the same or different reasons? Explain.
4. If you were an Indian, what would have been your reaction to the explorers and missionaries? Would you have welcomed or resented them? Why?
5. Why don't we have many missions today as we did in the past? Do we need them? Why? Do our churches today replace the need for them? Explain. Are there still some missions in this country?
6. What problems would have confronted the explorers? The missionaries? Why?
7. What became of the soldiers? Why?
8. Could the king of Spain control California from Spain? Explain.

II. PUPIL RESOURCE PAPERS

Portola

For many years Spanish explorers left Spain and discovered new lands for their king. Explorers from England, France, Russia, and other countries made discoveries, too. But Spain had the best navy and made the most discoveries.

The king of Spain was proud of his new lands. He wanted to be sure to keep all of them. He did not want any other country to take them away. And so he decided that he would need forts and cities to protect his new lands. The king sent a man to start a fort in California.

This man's name was Portola. He was born about 200 years after

Cabrillo. He was a brave man and wanted to help his king.

Portola reached the new land and met with sixty-three other people in San Diego. Portola and his group wanted to get to Monterey, up in northern California, to start the fort.

One of the people in the group was a priest. His name was Father Crespi. Father Crespi wanted to get to Monterey so that he could start a mission. A mission is a church and place for the Indians to learn Christian ways.

Father Crespi kept a diary during the long journey. Do you know what a diary is? Every day Father Crespi wrote down in his diary all of the things that had happened. Because we have his diary we know that it took Portola and his group ten days to get from San Diego to the Los Angeles area. Today we can go that far in less than three hours by car! But Portola and his men had only horses, mules and their own legs to take them across the land.

Father Crespi wrote that they saw Catalina Island and that they met some friendly Indians while they were in our area. But they camped here only a short while and moved on. They still wanted to get to Monterey.

It was another month before they finally came to the Monterey area. And when they arrived they did not recognize it and went farther on. They finally stopped in the area we call San Francisco today. Here they built their fort and mission.

It had been a long, hard trip. Many times they were very cold and hungry. Some of the men became very sick. Sometimes they met unfriendly Indians and even bears. But the men kept going. They wanted to start their fort and mission for Spain. They wanted to keep this wonderful new land.

Portola - A Brave Explorer

Over 200 years after Cabrillo discovered and explored the California coast, Portola came to California. Why did he come?

Russian ships had landed on the north coast of America. They found it to be a good place for hunting. On the islands were otters and seals, the skins of which made fine warm coats. People of cold lands were glad to pay high prices for such furs. The Russians kept coming nearer and nearer to California. News about this went back to Spain. Spain had also heard about other countries that had become interested in California. Now Spain saw that something had to be done quickly to keep the land once claimed by the early Spanish explorers.

Portola, the Spanish governor from Mexico, was chosen to head a party of soldiers into California. The plan was to build forts along the coast where the soldiers could live. They would protect Spain's right to California and would drive out any other countries that tried to claim it.

The king of Spain said, "Send some Spanish people to the Bay of Monterey in the north. We must build a town in New California." Knowing that Portola was a brave and a smart man, he was chosen to be in charge of the trip and the building of the town.

Since it was such a long trip, Portola and his men decided to stop first at San Diego Bay. They knew it was a safe place.

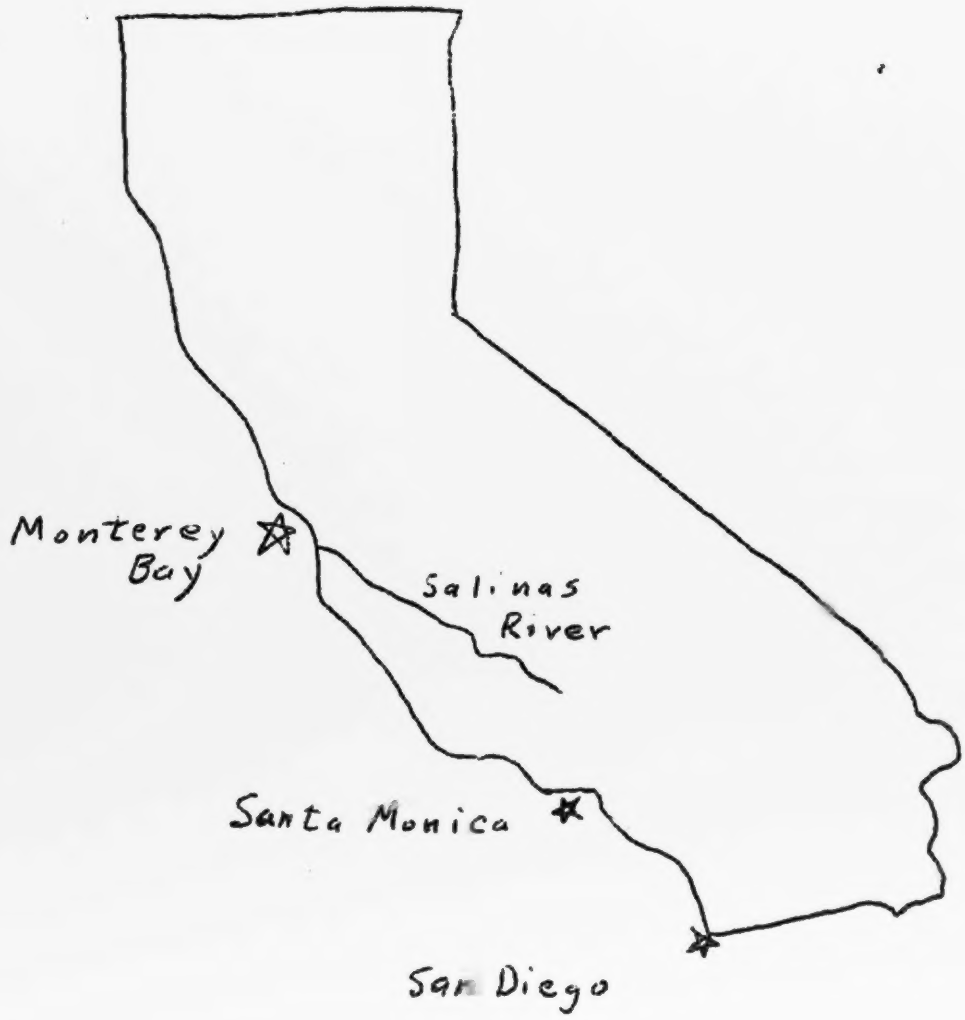
The men decided that part of the people should go by land and part in ships by sea. Portola said, "We will divide each group into two smaller parts. Let half of the group going by land start off ahead. Let the others follow later. Let those going by sea go in two ships. If one ship should be wrecked, the other may come safely to San Diego. If one land company gets lost, the other may reach the meeting place at San Diego Bay in safety. When all have come together at the meeting place in San Diego, you go on to Monterey Bay by sea or by land."

At last they were all together at San Deigo. But so many sailors had died that there were only enough left to sail one ship. Many who had hoped to settle in the new land also had died. Many still lay sick, too weak to move.

Portola chose some sailors to sail back to Mexico. "Bring back food to us," he told the captain. "And bring back a crew of strong men like yourselves to sail our other ship. We must go north to the Bay of Monterey."

Off to Monterey Bay they went. Portola's company followed the shore as much as they could. When mountains blocked the way, the travelers followed Indian trails across steep mountain passes. At some places, Indian guides led the men over the mountains. At others, Indians pointed to trails through valleys that lay east of the coast mountains.

The Spanish explorers came to the Salinas River and followed it, and when they came down to the shore again, they were on Monterey Bay. The men were tired and hungry, but Portola was very happy. At last he had found Monterey Bay, and now they could bring people, and build a town!!



HOW MUCH DO YOU KNOW ABOUT THE EXPLORERS OF CALIFORNIA? ANSWER THE QUESTIONS BELOW TO FIND OUT.

1. What people explored California first? ______________________
2. What country did they come from? ______________________
3. Why did Cabrillo and his men want to explore all of California?

____

____

4. How did Cabrillo explore California ______________________

____

5. After three months, Cabrillo came into a beautiful large harbor. What is the name of that harbor? ______________________
6. How long ago did Cabrillo discover California? ______________________

____

7. Who was Portola? ______________________
8. What country did he come from? ______________________
9. What kind of a man was he? ______________________
10. Why did the king of Spain want him to build forts along the coast?

____

____

11. What bay did he finally land on? ______________________

____

12. Why were he and his men going to build a town there? ____________

____

Where Should the Pueblo be Started?

Governor De Neve needed a pueblo to keep Mission San Gabriel going. He wanted the best place he could find for the pueblo so that the pueblo would last and grow. Governor De Neve had never been to Mission San Gabriel. He did not know much about the land in that area, and so he had to read some records to find out about it. Do you know what records he read?--Father Crespi's diary!

Father Crespi had written in his diary about a place nine miles west from where Mission San Gabriel now stands. This land had a beautiful river. There were cottonwood trees and alders. The soil was black and good for growing things.

Such a spot sounded wonderful to Governor De Neve. There would be water for the crops and for the people and animals. There would be good soil for the fields.

Governor De Neve also found out that this land was a little higher than some of the other land around. It would not be harmed by floods.

There were hills behind it. The hills would protect the young pueblo from enemies.

And there were grass plains that stretched clear to the sea. The grasslands would be good for raising cattle.

The more De Neve found out, the more he liked the place nine miles west of the mission, and so he chose it and told the settlers to start Pueblo de Los Angeles there!

Starting a Pueblo

The missions were started. The forts were built. But the Viceroy of Mexico and the Governor of California wanted more. They worried about the missions and forts having to depend on supply ships from Mexico to keep them going. The missions could not make or grow enough to keep all of the people alive and comfortable. The supply ships did not always arrive on time. Sometimes they did not arrive at all.

California needed towns! The towns would have farmers and ranchers and blacksmiths and grocers and repairmen and craftsmen. Towns would provide the things needed for keeping the missions and forts going. Towns, and later cities, would help to keep California for Spain.

Governor De Neve of California wrote to the Viceroy and asked him to send some families that would like to start a pueblo. "Pueblo" is the Spanish name for town. But the Viceroy had a hard time finding anyone who would go. California was a long way away. It would take a hard trip to get there. When the people arrived, there would be a lot of work to do. Not many people lived in California yet, and it would be lonely. Besides, the Spanish people liked their homes in Mexico. They did not want to leave their friends and relatives.

But Governor De Neve was a clever man. He promised any family who would come some land, ten pesos a month for three years, saddles, shoes, two cows, two oxen, five horses, one mule, two sheep, two goats, and tools. Eleven families finally agreed to come.

The Viceroy put a captain and fifty-nine soldiers in charge of getting the families to San Gabriel Mission. Look on a map. Can you find San Gabriel? It is near Los Angeles. Can you find Mexico City? Do you see how far the settlers and soldiers had to go?

With carretas, mules and horses they had to take all of their supplies that long distance. They also had to herd all of the goats, sheep, and cows that were going along. They had to cross deserts and mountains. They met unfriendly Indians. And by the time they reached San Gabriel the captain and several soldiers had been killed and many of the animals had been lost or stolen. Enough people and supplies were left, though, to start the Pueblo of Los Angeles.